

Consequently, Chief Tahgee Elementary Academy will select and implement a core ELD curriculum similar to *Macmillan/McGraw-Hill Treasure Chest for English Language* from the State Department of Education Adoption Guide. Moreover, CTEA will also use specifically designed ELD curricula and resources similar to *Decoding Strategies for Literacy Development* and *ELLIS Essentials*, and may use core language arts/reading curricula and software to meet the needs of English language learners at all levels of proficiency.

Chief Tahgee Elementary Academy may also rely on state adopted ancillary materials designed to provide universal access. The universal access and materials are designed to scaffold academic literacy instruction for EL students in all content areas. They will be directly related to grade level language arts, science, social science, and mathematics content standard and core instruction. Universal access is meant to provide student with access to grade level content within the instructional day. The universal access lessons by themselves are not intended to provide ELD standard-based curricula for ELL. Certainly, universal access may not meet the academic linguistic needs of all ELL and build the academic literacy, specifically for ELL at the beginning and intermediate levels of proficiency.

### **Staffing and Professional Development**

In compliance with Section 3115(c)(2), Chief Tahgee Elementary Academy will provide high-quality appropriate professional development to teachers, staff, administrators, and other school and/or community-based organizational personnel regarding research-based programming on how to serve LEP students. All professional development will be:

- 1) designed to improve the instruction and assessment of limited English proficient children;
- 2) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
- 3) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
- 4) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher.

### **Parent Notification and Involvement**

No Child Left Behind requires that parents are allowed access to their child's education and are given opportunities for involvement. In compliance with NCLB and the Title III, Language Acquisition program, CTEA will inform parents of LEP students in the following areas:

#### **Notification of Placement and Parental Rights**

CTEA will inform parents/guardians/acting custodians that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, CTEA will

notify parents within the first two weeks of the child being placed in a program for ELL students. The notification will include the date it is sent and the date of enrollment of the student.

The following information will be included in the Notification of Placement:

- The reasons for the identification, which will include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification will be used when available.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement. The name of the test and the date the test(s) was administered will be included
- Methods of instruction used in the program in which the LEP student is or will be participating in.
- Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
- How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
- How the program will specifically help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
- The exit requirements, including the expected rate of transition from such program into English only instruction classrooms. For secondary school students, also include the expected rate of graduation.
- How the program meets the objectives of the individualized education program of a child with a disability.
- Information pertaining to parental rights that includes written guidance on
  - the right that parents have to have their child immediately removed from a Title III program upon their request;
  - the options that parents have to decline to enroll their child in a Title III program or to choose another program or method of instruction, if available;
  - the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.

**Notification of Failure to Meet Annual Measurable Achievement Objectives (AMAOs)**

Under separate notification, CTEA will inform the parents of English language learners participating in the failing program of such failure not later than 30 days after the school is notified of not having made progress on the annual measurable achievement objectives (AMAOs). All notifications to the parents of English language learners will be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Translation of letter into the target language will occur to the extent practical.

**Notification of Parental Rights and Participation**

Chief Tahgee Elementary Academy will provide information in an effective manner and applicable language, inclusive of letters, brochures, parent meetings, etc. on how:

- Parents can be involved in the education of their children.
- Parents can be active participants in assisting their children to learn English and achieve the state's high standards in core academic subjects.

- Parents can participate in meetings to formulate and respond to concerns or recommendations from parents of English language learners.

### **Exiting and Monitoring**

#### **Exiting students from the LEP Program**

A student is defined as “proficient” in English on the IELA, if the student tests at the Early Fluent level or above (EF+) within all domains assessed on the IELA. LEP students will be considered for a transition/exit out of LEP services once they reach “proficiency”, however scoring proficient alone is not sufficient for exiting out of the program. LEP students will be exited from the CTEA LEP Program when they (See Attachment C):

1. Score at the Early Fluent Level and above (EF+) on each sub-domain on the IELA;

AND one of the following:

Receive an Idaho Reading Indicator (IRI) score of at least a 3, or an Idaho Standards Achievement Tests (ISATs) score that meets the “Basic” level;

OR

Demonstrate access to mainstream content curriculum in one of the following ways:

- Elementary: Consistent proficient scores on grade level benchmark unit assessments;  
or
- Teacher observations with supporting portfolio of student classroom work.

Students at CTEA will not necessarily be kept in an LEP program if they are deemed “proficient” on the IELA, but are not yet at the “proficient” level on the ISAT. Student will reach the “Basic” level of proficiency on the ISAT before they are considered to be exited from the LEP program.

CTEA will detail the exit criteria on its annual LEP Plans which will be approved by the Board of Trustees and submitted to the LEP Program manager no later than June 30<sup>th</sup> of each year.

An LEPX student is an LEP student who has been exited from the LEP program and is on monitoring status. Once a student has been coded as LEPX for 2 years, his/her LEP designation will be removed.

#### **Monitoring**

LEP student monitoring will include frequent reviews of test scores, language benchmark assessments like *LAS Links Benchmark Assessments*, quarterly reviews of Curriculum Based Measurements (CBM) like AIMSweb, progress reports filled out by classroom teachers and one-on-one meetings with the student, if necessary.

#### **Re-classifying previously served LEP students back into the LEP program**

There are cases when a student who has been exited out of an LEP program still needs more assistance, therefore should be placed back into an LEP program. In this case, CTEA will determine whether the student in fact needs to be placed back in to an LEP program. In most cases, this student will still be on the 2 year monitoring status and coded as LEPX. Chief Tahgee Elementary Academy may choose to administer the IELA to LEPX (exited and monitored) students on an individual basis. If an LEPX student is suspected of needing more assistance,

he/she will be tested, so that further monitoring can take place. Additional forms of monitoring an exited student will include, but not limited to:

- classroom teacher observations
- classroom or unit assessments
- student work
- other statewide assessments
- conversations with the student and parents

If sufficient evidence deems that a particular student needs to be placed back into an LEP program, CTEA will make sure to place all documentation in the student's cumulative file.

A reclassification form for the student file will include, but is not limited to the following:

- Date
- Student Name
- Student ID number
- Student LEP number
- Original entry date into the LEP Program
- Exit Date of original LEP Program
- Total previous years in an LEP Program prior to exiting
- Criteria for originally exiting the LEP program
- Reason for placing the student back into the LEP program
- Signature of LEP Coordinator
- Signature of school principal
- Notification letter sent to parents?

Chief Tahgee elementary Academy will notify the parents/guardians/acting custodians that the school is placing the student back into a program. Parent/Guardian/Acting Custodian permission for services is not required; however, they still have the option to waive services if they so desire. If a parent/guardian/acting custodian waives the services, then that documentation will be placed in the student's cumulative file.

If the student is placed back in a program, then they will again be coded as LEP for testing purposes. They would not at this point be eligible for LEP1 status, as they have already spent time in a U.S. school. Chief Tahgee Elementary Academy will document the number of years the student was originally in the program and the specific date of re-entry into the program.

### **Program Evaluation, Review and Improvement**

#### **Program Evaluation**

The CTEA LEP Program will be evaluated for effectiveness based on the attainment of English proficiency. If the students are not successfully learning English as indicated by the selected research-based assessment(s), the program will be revised to ensure greater success.

#### **Resources for LEP Program Evaluation**

Chief Tahgee Elementary Academy will use the following resources for LEP program evaluation:

- 1) [Annual LEP Plan Guidance Document](#) – District LEP Plans must follow the format in this document. The questions will help districts walk through what they



need to consider in order to implement a successful language development program.

- 2) [OCR Resource Materials](#) - For Planning and Self-Assessments of Programs for English Language Learners.
- 3) [Claiming Opportunities Handbook – A Handbook for Improving Education for English Language Learners Through Comprehensive School Reform \(The Education Alliance at Brown University\)](#).

#### **Using Data to drive decision making for LEP Programs**

Data and test scores for each student will only be one way CTEA evaluates if its LEP program is successful. Professional development, teacher training and solid instruction all will be used to determine or drive the “data”. Therefore, CTEA will establish an accountability plan for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

Below is some of the information that CTEA will consider when disaggregating data:

- Race/ethnicity
- Gender
- Migrant, Immigrant or Refugee status
- Free or reduced lunch
- Individualized Education Plan (IEP) for special education
- Gifted
- LEP Program of service
- 1<sup>st</sup> year in a U.S. school (LEP1)
- LEP on 2 year monitoring status (LEPX1 or LEPX2)
- English language proficiency assessment data (IELA)
- Academic achievement data
  - Classroom grades
  - ISAT, IRI, other state/district-wide assessments

#### **Using a School Improvement Planning Checklist for LEP Programs**

Chief Tahgee Elementary Academy will employ a School improvement Planning Checklist for its LEP Program (See Attachment D).

### **Supplement vs. Supplant**

Chief Tahgee Elementary Academy will not use Federal funds to supplement, not supplant services that the institution is already required to make available under other Federal, State, or local laws.

Title III funds will be used to increase CTEA services for English language instruction and professional development to teach English language learners. Title III funds will not be used for core instruction or materials, or for funds to establish language development programs that should already exist.

Therefore, CTEA will reference the following 4 questions when determining whether Title III funds can be used:

1. Is this instructional program/service provided to all students?
2. Is this something that the school must do to meet the Lau vs. Nichols requirements?

**April 5, 2012**

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

<http://www.ed.gov/about/offices/list/ocr/ell/lau.html>

3. Is this school program/service required by other Federal, state or local laws or regulations?
4. Was the program/service previously provided with state, local or other Federal funds (other than Title III funds)?

Chief Tahgee Elementary Academy will not use Title III funds for any of the following::

- 1) Title III federal funds will not be used for salaries for core area teachers, ESL teachers, paraprofessionals, or staff hired to meet the core need of English language learners. Title III federal funds will not be used as a rationale to reduce state or local funds expended for LEP program services.
- 2) Title III federal funds will not be used for substitute teachers, materials, proctors, training, scoring, or equipment related to the administration of the Idaho English Language Assessment (IELA).
- 3) Title III federal funds and Title I funds will not be used for substitute teachers, or materials, or proctors for the ELL Placement Test.

Attachment A

Chief Tahgee Elementary Academy  
Home Language Survey

Name of Student 

Last	First	Second
------	-------	--------

 Gender: M/F

Date of Entry into School 

--

 Birthdate 

--

School 

--

 Grade 

--

Our school needs to know the language spoken and heard at the home of every child. This information is necessary to provide the best instruction for all students in the school. Please answer the following questions and return with your child to his/her teacher. Thank you for your help.

- What language is spoken in the home?
- What was the first language learned by the child?
- What language do you most often use to speak to your child?
- What language does the child use most often in the home?
- What language does the child use most often with friends outside the home?
- In what country was your child born?
- When did your child first enter school in the USA? In what state?
- Is the student attending the school as a foreign exchange student?
- Has the student ever been in a bilingual education or an English as a Second Language program in a school in the U.S.?
- Did the student exit the program? Exit Date: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Chief Tahgee Elementary Academy**  
**Preguntas del Lenguaje Hablado en Casa**

Nombre del estudiant	Apellido	Primer Nombre	Segundo
Fecha de entrada a la escuela	<input type="text"/>		Género: F/M
Fecha de Nacimiento	<input type="text"/>		
Escuela	<input type="text"/>	Grado	<input type="text"/>

Nuestra escuela necesita saber el idioma hablado y oído en casa de cada niño/a. Esta información es necesaria para proveer la mejor instrucción posible para todos los alumnos. Favor de contestar las siguientes preguntas y regrese esta forma con su hijo/a al profesor(a). Gracias por su ayuda.

1. ¿Qué idioma usa en la casa?
2. ¿Cual es el primer idioma de su hijo/a?
3. ¿Qué idioma usa usted con mas frecuencia para hablar con su hijo/a?
4. ¿Qué idioma usa más su hijo/a en la casa?
5. ¿Qué idioma usa más su hijo/a afuera de la casa con sus amigos?
6. ¿En que país nació su hijo/a?
7. ¿Cuando entró su hijo/a en una escuela en los EEUU? En que estado?
8. ¿Está atendiendo, su hijo/a, la escuela como un estudiante de intercambio?
9. ¿Ha estado, su hijo/a, en un programa bilingue o un programa de Inglés Como Segundo Idioma en los Estados Unidos?
10. ¿Ha terminado, su hijo/a, con este programa? Fecha de salida:

\_\_\_\_\_  
Firma del Padre o Guardian

\_\_\_\_\_  
Fecha

April 5, 2012

Attachment B

Chief Tahgee Elementary Academy  
Parental Notification and Option to Waive Services Letter

Date \_\_\_\_\_

Dear Parents:

Your child has qualified for the Limited English Proficient (LEP) program for the purpose of receiving additional help in acquisition of the English language. The LEP program is developed through funding from Idaho and from the Federal Government to help students improve their English language skills.

LEP services are designed to promote extra help for the student while in the classroom and/or in small group instruction outside the regular classroom. The goal of the project is to assist students in the development of their basic skills so they can become successful learners. The program of service that the \_\_\_\_\_ school district has decided to provide to your child is \_\_\_\_\_ (name of program and curriculum) and will be provided \_\_\_\_\_ ( x number of days per week, x numbers of hours per day, etc).

It is important that you contact us at \_\_\_\_\_ if you do not wish your child to participate in the specific district programs of \_\_\_\_\_ which is funded with federal funds. By waiving this federally funded program, you are removing your child from a specific program to help them acquire the English skills necessary to access the content areas. However, your child will still be designated as an English language learner and the district is still required by law to serve your child's needs in a language development program, as well as annually assess them in their English language development.

[note to districts: those districts that receive only state LEP funding should not put this last paragraph into the letter to parents. The parents do not have a right to waive LEP program placement or services provided by the state].

Please do not hesitate to contact us if you have any questions.

Sincerely,



Attachment C

Chief Tahgee Elementary Academy  
Exiting Criteria and Form  
for Limited English Proficient (LEP) Students  
Idaho Law: IDAPA 08.02.03 - 111.04.c

The criteria below are state guidance for exiting a student from the LEP Program. The criteria suggest documentation of two different measures to determine whether a student is ready to exit the LEP Program. This document should be placed in the student's file. Please note the following:

- "English Proficiency" = A student testing at the Early Fluent or above (EF+) within **each** sub test on the IELA.
- However, the IELA score of "proficient" should not be the only criteria used in order to exit a student from an LEP program (please see criteria below).
- An exited student must be monitored for 2 years (and coded as LEPX). Please keep track of whether the student is in their 1<sup>st</sup> year of monitoring or in their 2<sup>nd</sup> year. After 2 years, any LEP designation for those students must be removed.

Student Name: \_\_\_\_\_  
Student ID: \_\_\_\_\_  
Exit Date: \_\_\_\_\_  
Total Years in an LEP Program prior to exiting: \_\_\_\_\_

1. Criteria for Exiting the LEP program:

- The student tests at the **Early Fluent** level or above (EF+) within all domains assessed on the Idaho English Language Assessment (IELA);

AND one of the following:

- Receive an IRI score of at least a 3, or an ISAT score that meets the "Basic" level;
- OR**
- Demonstrate access to mainstream content curriculum in one of the following ways:
  - Elementary: Consistent proficient scores on grade level benchmark unit assessments; or
  - Secondary: Core content area GPA (non-modified) of 2.0; or
  - Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work.

2. Other criteria or rationale used to exit the student:

(If a district determines through multiple measures that a student is ready to be exited --or not ready to be exited -- outside of the guidelines stated above, the district must document the rationale here.)

Signature of LEP Coordinator: \_\_\_\_\_

Signature of school principal: \_\_\_\_\_

Date: \_\_\_\_\_

Attachment D

**Chief Tahgee Elementary Academy  
School Improvement Planning Checklist**

Name/Position \_\_\_\_\_ Date \_\_\_\_\_

Addressing the needs of LEP students is a challenge. Because LEP students are held accountable for language acquisition **and** knowledge of academic content area, how do we help students meet the language and academic requirements at the same time? As CTEA begins to assess its programming for LEP students, it is important to remember 3 main points:

- It takes the whole school, including administrators, to address the LEP students. *LEP students are within the school and school system, not just in a “program”.*
- It takes teachers willing and able to give differentiated instruction to meet the needs of LEP students. *LEP students are required to have content area instruction and are in regular classrooms in most districts.*
- All students will succeed if kept to high expectations. *LEP students are not necessarily limited in education.*

Please use the following questions to evaluate your programs and services for LEP students. It is essential to keep accurate and up-to-date data for each LEP student. LEP student growth should be measured through language proficiency testing, as well as academic content testing and classroom grades.

<b>Initial Questions to consider to assist LEP students succeed</b>	Yes	No
<b>IDENTIFICATION and ASSESSMENT</b>		
Is the school administration aware of the legal requirements pertaining to identifying and placing LEP students? Does every student have a Home Language Survey (HLS) on file?		
Are all LEP students being assessed using the ELL Placement Test and the IELA: (1) ELL Placement Test/Placement for new students and (2) IELA/spring to determine growth?		
Is the school administration aware of the requirement to address the individual needs of each LEP student?		
Do LEP students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?		
Is the school using ISAT and language proficiency assessment data to guide instruction for individual students?		
<b>PROGRAMMING and EDUCATIONAL APPROACHES</b>		

Is the program addressing the needs of LEP students within each content area (i.e. Math, Science, as well as language acquisition)?		
Is the entire faculty and administration aware of the LEP students and their needs within the school?		
Are all teachers utilizing the English Language Proficiency (ELP) Standards as a tool and entry point in teaching LEP students?		
Are the LEP students placed in pull-out ESL classrooms? If so, are they learning content area vocabulary and skills?		
If LEP students are taught within the classroom, are they receiving additional assistance with language instruction? Are LEP students being <i>served</i> within the regular classroom?		
Are LEP students learning content knowledge and skills, as well as making progress in learning the English language?		
Is the curriculum for LEP students challenging and academic based?		
Does the district have a content-based LEP Plan in place? How will the LEP students learn through their content classes?		
Is your school/district providing before/after or summer school programs for LEP students?		
Do the district and school make it a priority to allocate district funding to serve LEP students?		
<b>STAFFING and PROFESSIONAL DEVELOPMENT</b>		
Do regular classroom teachers have the resources, skills and knowledge to address the needs of LEP students in their classroom?		
Are content teachers trained in specific methodologies to target LEP students?		
If ESL teachers are teaching content area, do they have certification in the specific content area, as well as their ESL certification?		
Are middle and high school LEP students receiving specific attention in each class?		
Is there an accountability plan in place for all teachers to take ownership of the LEP students in their classroom and serve them with good instructional practices?		
Is the administration of the school encouraging of all teachers to implement good teaching practices to help LEP students?		
Does the school have mainly paraprofessionals serving the LEP students?		
Is the main service for LEP students just translating if possible? Is there academic learning in the translation?		
<b>PARENTAL INVOLVEMENT</b>		
Are parents of LEP students given notifications in their home language?		
Are parents of LEP students included in decisions within the school?		

Are parents informed and given education regarding the school system and helping their children at home?		
<b>PROGRAM EVALUATION and REVIEW</b>		
Is the school keeping complete data for each student in order to calculate growth in language proficiency from year to year?		
Is the school evaluating the programs and services annually?		
Who is responsible for monitoring services, determining if they are effective and making changes, if necessary?		

Appendix J – Teacher Evaluation Process

**PHILOSOPHY AND PURPOSE OF CHIEF TAHGEE ELEMENTARY ACADEMY'S EVALUATION PROCESS**

Chief Tahgee Elementary Academy believes that its students deserve the highest quality of instruction. To ensure quality instruction for every student, performance appraisal of all certified personnel is essential and is one of the CTEA's primary responsibilities to students, patrons, and staff.

**Purpose of Evaluation Process**

The purpose of the CTEA professional educator evaluation process is to provide quality instruction that aligns with district goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods.

▶ **Effective professional appraisal:**

- ✓ Reflects research-based standards
- ✓ Is systematic and continuous
- ✓ Embodies standards of excellence
- ✓ Is cooperatively developed between evaluator and evaluatee
- ✓ Is continually reviewed and refined to reflect the needs of the organization.

▶ **Professional growth results from:**

- ✓ Maximizing strengths and working on areas for growth
- ✓ Setting realistic goals
- ✓ Providing resources
- ✓ Defining responsibilities
- ✓ Establishing strategies for continuous improvement
- ✓ Fostering self reflection
- ✓ Monitoring performance

**A Framework for Teaching by Charlotte Danielson**

The "Framework for Teaching" was selected as the basis for CTEA appraisal system because it is researched-based and provides a clearly defined framework to help teachers improve their instruction. More specifically, the framework:

1. Enhances professional practice by seeking to identify principles of effective practice and classroom organization. Such principles **maximize student learning and promote student engagement.**
2. **Provides a common vocabulary** for discussions regarding professional excellence in teaching.
3. **Provides clear expectations,** via the rubrics, about what constitutes good teaching and serves as a guide for teachers striving to attain mastery teaching status.
4. **Research-based.** The Educational Testing Service (ETS) conducted research, led by Charlotte Danielson, which produced the development of Praxis III: Classroom Performance Assessments for Licensing Beginning Teachers.



The development process incorporated extensive literature reviews, expert panels, job analyses, and pilot and field-testing. More recently, ASCD's book *Enhancing Professional Practice: A Framework For Teaching* (Danielson, 1996) was based on the Praxis III research and linked to the principles of exemplary practice described by the Interstate New Teacher Assessment and Support Consortium (INTASC). The book expands the teaching skills identified in Praxis III to include the work of experienced teachers, and the book reflects the vision of teaching and learning embedded in the work of the National Board for Professional Teaching Standards (NBPTS). This framework, building on the earlier work of others, is the latest effort along these lines; and many school districts have used it as an organizing structure in defining effective teaching and establishing criteria for their evaluation systems. (Danielson & Mc Greal, 2000)

5. The Framework for Teaching, with its 4 domains and 22 specific components, is designed to:
  - Provide every teacher, via the rubrics, valuable feedback to guide their planning for effective instruction.
  - Provide evaluators, via Domains 2 and 3, clear guidelines to assess the components of effective teaching that are directly observable in the classroom setting.
  - Provide teachers and evaluators, via Domains 1 and 4, a vehicle for meaningful discussion on teaching skills not directly observable in the classroom.

## Professional Competency Domains

### **DOMAIN 1: Planning and Preparation** (how a teacher designs instruction)

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Selecting Instructional Goals
- 1d. Demonstrating Knowledge of Resources
- 1e. Designing Coherent Instruction
- 1f. Assessing Student Learning

### **DOMAIN 2: The Classroom Environment** (the interactions that occur in the classroom)

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

### **DOMAIN 3: Instruction** (the heart of teaching---the actual engagement of students in content)

- 3a. Communicating Clearly and Accurately
- 3b. Using Questioning and Discussion Techniques
- 3c. Engaging Students in Learning
- 3d. Providing Feedback to Students
- 3e. Demonstrating Flexibility and Responsiveness

### **DOMAIN 4: Professional Responsibilities** (the roles outside of those in the classroom)

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families

- 4d. Contributing to the School and District
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Rubrics exist for each component within the four domains, with ratings as follows:

- **Exemplary**  
Evidence of high levels of knowledge, implementation and integration of performance standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.
- **Proficient**  
Evidence of increased knowledge, implementation and integration of performance standards.  
Evidence of a clear proficiency and skill in the performance area.
- **Basic**  
Evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. Teacher is making progress towards proficiency.
- **Unsatisfactory**  
Little or no knowledge and minimal implementation of performance standards.  
Does not meet minimal performance standards and needs substantial improvement.

*Domains and rubrics extracted from: Charlotte Danielson, Enhancing Professional Practice-A Framework for Teaching*

**OVERVIEW OF THE  
TEACHER EVALUATION PROCESS**

**Evaluation Procedures:**

- Awareness and training will be provided about evaluation process and timeline by the administrator within 30 days after the school year begins.
- **First 2 years of employment:** A comprehensive evaluation will be completed twice during the school year. This evaluation will be completed within the first 60 days of each semester.
- **3<sup>rd</sup> and 4<sup>th</sup> years of employment:** A comprehensive evaluation will be completed at least once during the school year but no later than Feb. 15<sup>th</sup>.
- **After 4th year of employment:** A comprehensive evaluation will be completed at least once every three years but not later than Feb. 15<sup>th</sup> of the school year in which the educator is being evaluated. All teachers will receive a minimum of one unscheduled observation each year.
- **Professional Development Action Plan (PDAP) :** Any educator not being formally evaluated through the comprehensive evaluation plan will complete a Professional Development Action Plan (PDAP). This completed plan will be due by May 1<sup>st</sup>. PDAP goals must be mutually agreed upon by both teacher and administrator within the first 60 days of the beginning of the school year.

**PLAN OF ASSISTANCE:**

- In the case of a teacher who is "Unsatisfactory", a Notification of Unsatisfactory Performance will be given to the teacher in writing which will include areas requiring improvement.
- Teacher and administrator will develop a Plan for Intensive Assistance. This plan will include a plan of action recommended for corrective action and list evidence of sufficient improvement.
- After the plan of assistance is completed a recommendation by the administrator will be noted on the form.

**COMPREHENSIVE EVALUATION PLAN:**

- Based upon Danielson's Framework for Teaching
- Rubric-Based Evaluation System
- Based on Collection of Evidence around 4 Domains

**Step 1: AWARENESS**

- Within 30 days of the beginning of the school year
- Small group or faculty meeting
- Description of the process and identification of educators to be evaluated.
- Forms and documents will be shared and discussed.

**Step 2: Pre-Observation/Planning Conference**

- CTEA Pre-Observation/planning form to be completed by teacher prior to meeting.
- Discussion of lesson to be observed and planning form.
- Face-to face meeting with first-year teachers. All other educators may share this information in written form.

**Step 3: Classroom Observations**

- Two formal observations required.
- One observation will be scheduled and one will be unscheduled.
- Formal observation is defined as viewing one complete classroom lesson.
- Evaluator will use CTEA Classroom Observation form to collect evidence.
- Teacher will receive written feedback within 48 hours.

**Step 4: Post-Observation/Artifact Conference**

- Face-to-face meeting to discuss scheduled classroom observation.
- Feedback Form (Domain Rubric) to be shared with teacher.
- Teacher will share a minimum of 4 artifacts as evidence for Domains 1 and/or 4.
- Teacher Reflection Sheet will be one of the required artifacts.

**Step 5: Final Summative Conference**

- Final conference to review comprehensive evaluation.
- CTEA Evaluation Summary Sheet will be completed by the Director and shared with educator.
- Feedback Form (Domain Rubric) to be shared with teacher.
- Discussion about strengths and areas for growth.

**Teacher Pre-Observation/Planning Form**

Educator: \_\_\_\_\_ Building \_\_\_\_\_

Date of Pre-conference: \_\_\_\_\_ Date of Observation \_\_\_\_\_

Grade Level/Curriculum Area Observed: \_\_\_\_\_

Standard or Objective of the Lesson Taught : \_\_\_\_\_

*\*NOTE: In lieu of narrative for #2, 3, 4, and 6, you may refer to your lesson plan, if attached.*

1. Briefly describe the students in this class, including those with special needs. ***(Component 1b)***
  
2. \*How was prior knowledge assessed? ***(Component 1c)***
  
3. \*What instructional strategies do you plan to use to engage students in the content? ***(Component 1e)***
  
4. \*What instructional materials or other resources will you use? (Attach sample materials you will be using in the lesson.) ***(Component 1d)***
  
5. What difficulties with the lesson do you anticipate the students might have? ***(Component 1a)***
  
6. \*How do you plan to assess student achievement of the goals? (Attach any tests or performance tasks, with rubrics or scoring guides.) ***(Component 1f)***
  
7. How will you use the results of the assessment? ***(Component 1f)***
  
8. Please list any other information you feel pertinent.

Classroom Observation Form

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Class Period/Grade \_\_\_\_\_ Time In \_\_\_\_\_ Time Out \_\_\_\_\_

<p><b>2a: Respect and Rapport</b>                  *Teacher Interaction with students *Student Interaction</p>	<p><b>3a: Communicating Clearly and Accurately</b>                  *Directions and procedures *Oral and written language</p>
<p><b>2b: Establishing a Culture for Learning</b>                  *Importance of content *Student pride in work                  *Expectations for learning and achievement</p>	<p><b>3b: Using Questioning and Discussion Techniques</b>                  *Quality of questions *Discussion techniques *Student participation</p>
<p><b>2c: Managing Classroom Procedures</b>                  *Instructional groups *Transitions *Materials &amp; supplies                  *Non-instructional duties *Volunteers and paraprofessionals</p>	<p><b>3c: Engaging Students in Learning</b>                  *Representation of content *Activities and assignments                  *Groups of students *Instructional materials and resources                  *Structure and pacing</p>
<p><b>2d: Managing Student Behavior</b>                  *Expectations *Monitoring of student behavior                  *Response to student behavior</p>	<p><b>3d: Providing Feedback to Students</b>                  *Quality: accurate, substantive, constructive and specific *Timeliness</p>
<p><b>2e: Organizing Physical Space</b>                  *Safety and arrangement of furniture                  *Accessibility to learning and use of physical resources</p>	<p><b>3e: Demonstrating Flexibility and Responsiveness</b>                  *Lesson adjustment *Response to students *Persistence</p>



## Teacher Reflection Sheet

**Please comment on the different aspects of your instructional delivery of this particular lesson. To what extent were they effective? What would you do differently to improve the lesson?**

*(Teacher Artifact for Component 4a only)*

	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
<b>Instructional Strategies</b>		
<b>Student Grouping(s)</b>		
<b>Student Activities</b>		
<b>Materials, Resources, and Technology</b>		

**Professional Development Action Plan**

Staff development that improves the learning of all students deepens educators' content knowledge and learning strategies. It provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

**State the Individual Development Plan Goal** that you desire to emphasize this year: (i.e. District, Building, Individual, or Service to the Profession Goal).

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**Target Goal:** State the desired learning outcome or impact for students you hope to achieve by learning and implementing new content knowledge or learning strategies from the above IDP Goal. This target goal is specific to your IDP goal and should not focus on what the educator will do but rather on the anticipated or desired outcome of student learning.

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**Plan of Action:** Indicate what steps you will take to attain your target goal. List any college classes or workshops that you have attended or any research or topic information relevant that provided you with new content knowledge or learning strategies that you would like to use in the classroom. List some different ways you plan to incorporate these into your classroom. Do you need to collaborate with others to accomplish this? If so whom? Maintain a Log Sheet for evidence.

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**Evidence of Accomplishment:** How will you measure success and know if you have impacted the students with this new knowledge. Define the criteria you will use in determining how well your Target Goal has been achieved.

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**Service to the Profession:** What committees do you serve on in your school or district? Make a list. How often do they meet?

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This portion to be completed before final check-out at the end of the year

↑	Target Goal Completed	_____	_____
↑	Target Goal In Progress	Applicant	Date

April 5, 2012

**Chief Tahgee Elementary Academy  
Notification of Unsatisfactory Performance**

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_

The Director of School Programs is charged with the responsibility for making the initial recommendation concerning your future employment status with Chief Tahgee Elementary Academy. This form constitutes official notice from the Director that your performance in the area(s) indicated has been determined to be unsatisfactory.

AREAS REQUIRING IMPROVEMENT:

- 1.
- 2.
- 3.

THIS NOTIFICATION HAS BEEN DISCUSSED WITH THIS CERTIFIED EMPLOYEE. THE EMPLOYEE ACKNOWLEDGES THE RECEIPT OF THIS FORM. A PLAN OF ASSISTANCE WILL BE DEVELOPED WITH THE TEACHER EXPECTED TO BE INVOLVED IN THE DEVELOPMENT OF THE PLAN.

Date/Time of the Action Plan Development Meeting:                      Date: \_\_\_\_\_ Time: \_\_\_\_\_

Chief Tahgee Elementary Academy's Plan of Assistance for the above teacher is to be developed jointly between the teacher and the Director. The teacher will bring ideas to the Action Plan Development Meeting for the area(s) of Unsatisfactory Performance. The ideas must include, but are not limited to the following:

- 1) Proposed corrective actions which will improve the teacher's performance;
- 2) Actions which reflect evidence of sufficient improvement in the unsatisfactory area(s).

\_\_\_\_\_  
Teacher's Signature/Date

\_\_\_\_\_  
Evaluator's Signature/Date

The signature on this form does not necessarily indicate agreement. As soon as this document has been developed a copy will be given to the employee and Director.

**Chief Tahgee Elementary Academy  
Plan of Intensive Assistance**

Staff Member: \_\_\_\_\_ School: \_\_\_\_\_  
 Assignment: \_\_\_\_\_ Date: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

Unsatisfactory areas(s) requiring improvement:

Plan of action and resources recommended for corrective action:

Evidence of sufficient improvement will include:

Target date for completion of assistance plan: \_\_\_\_\_

**Evaluator should complete this section after assistance plan has been completed**

Summary of progress of assistance plan:

Recommendations

- ( ) 1. Return to regular evaluation cycle.
- ( ) 2. Continue Intensive Assistance for a specific agreed upon time.
- ( ) 3. Initiate non-renewal procedures (non-tenured).
- ( ) 4. Initiate termination procedures (tenured).

Signature of Teacher\* \_\_\_\_\_ Date \_\_\_\_\_

Signature of Director \_\_\_\_\_ Date \_\_\_\_\_

Signature indicates that a copy of this form was received and reviewed with the teacher. This does not necessarily indicate agreement.

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<b>DOMAIN 3: INSTRUCTION</b>				
	<b>Unsatisfactory</b>	<b>In Progress</b>	<b>Proficient</b>	<b>Exemplary</b>
Communicating Clearly and Accurately				
Using Questioning and Discussion Techniques				
Engaging Students in Learning				
Communicating Clearly and Accurately				
Demonstrating Flexibility and Responsiveness				
Comments:				
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
	<b>Unsatisfactory</b>	<b>In Progress</b>	<b>Proficient</b>	<b>Exemplary</b>
Reflecting on Teaching				
Maintaining Accurate Records				
Communicating with Families				
Contributing to the School and District				
Growing and Developing Professionally				
Showing Professionalism				
Comments:				



Dates of Observations  
Observation #1 \_\_\_\_\_ Observation #2 \_\_\_\_\_

Additional Comments by the Evaluator (if any):

Comments by the Teacher (if any):

An evaluation conference has been held. The teacher's signature may not necessarily imply agreement with the evaluation content.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**April 5, 2012**

Chief Tahgee Elementary Academy

EIN 45-3150830

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Chief Tahgee Elementary Academy  
School Counselor Observation Report

**Counselor Observation Report**

**Domain I—The Counseling Environment**

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Learning
- C. Making Appropriate Referrals
- D. Organizing and Utilizing Space & Resources

**Domain II—Guidance and Counseling**

- E. Communicating Clearly and Accurately
- F. Using Counseling Techniques
- G. Adhering to Standards of Practice
- h. Demonstrating Knowledge of Diversity Issues
- I. Facilitating Behavior Change

**Domain III—Planning & Preparation**

- J. Demonstrating Knowledge of District Curriculum
- K. Demonstrating Knowledge of Students
- L. Promoting Educational Planning
- M. Assisting With Transitions

**Domain IV—Professional Responsibilities Report**

- 1. Relationships with Colleagues & Involvement in Professional Growth
- 2. Maintaining Accurate Record
- 3. Communicating with Families

Counselor \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Date \_\_\_\_\_ Period/Time of Day \_\_\_\_\_

**I. The Counseling Environment**  
 Place an "X" in the appropriate category within each element.

<b>A. Creating an Environment of Respect &amp; Rapport</b>			
<p><b>Unsatisfactory</b>                      Counselor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. Counselor seldom advocates for student respect and interaction.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Counselor interaction with at least some students is negative demeaning, sarcastic, or inappropriate to the age or culture of the student. Counselor seldom advocates for student respect and interaction.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Counselor-student interactions are generally friendly and demonstrate warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Counselor frequently advocates for student respect and interaction.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Counselor demonstrates genuine caring and respect for individual students. Counselor consistently advocates for student respect and interaction</p> <p><input type="checkbox"/></p>
<b>B. Establishing A Culture for Learning</b>			
<p><b>Unsatisfactory</b>                      Counselor conveys a negative attitude toward the content or suggests content is not important. Instructional goals and activities are poorly planned and convey inconsistent expectations for achievement.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Counselor usually communicates the importance of work. Instructional goals and activities are planned and convey modest expectations for achievement.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Counselor clearly communicates importance of the work. Instructional goals and activities convey high expectations of attainment.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Counselor communicates the importance of the work through a dynamic environment and maintains high expectations for the learning of all students.</p> <p><input type="checkbox"/></p>
<b>C. Making Appropriate Referrals</b>			
<p><b>Unsatisfactory</b>                      Counselor fails to make referrals when appropriate. Unaware of school, district or community resources available to students and parents.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Counselor makes appropriate referrals inconsistently. Displays limited knowledge of school, district or community resources available to students and parents.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services. Shows others how to gain access to resources.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services. Shows others how to gain access to resources.</p> <p><input type="checkbox"/></p>
<b>D. Organizing &amp; Utilizes Space &amp; Resources</b>			
<p><b>Unsatisfactory</b>                      Counselor creates an environment that is unsafe and/or not appropriate for the guidance / counseling activities.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Counselor creates an environment that is safe and is usually appropriate for the guidance / counseling activities.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Counselor creates an environment that is safe and comfortable and is appropriate for the guidance / counseling activities.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Counselor creates an environment that is safe and comfortable and is arranged as an effective resource to enhance the guidance / counseling activities.</p> <p><input type="checkbox"/></p>

Comments: \_\_\_\_\_

Counselor \_\_\_\_\_  
 Date \_\_\_\_\_

**Counselor Observation Report**

**II. Guidance and Counseling**

Place an "X" in the appropriate category within each element.

<b>E. Communicating Clearly &amp; Accurately</b>			
<b>Unsatisfactory</b> Counselor's oral and/or written communication contains errors or is unclear or inappropriate.  <input type="checkbox"/>	<b>Needs Improvement</b> Counselor's oral and/or written communication may contain errors and may require further explanations to avoid confusion.  <input type="checkbox"/>	<b>Proficient</b> Counselor communicates clearly and accurately both orally and in writing.  <input type="checkbox"/>	<b>Exceeds Expectations</b> Counselor's oral and/or written communication is clear, expressive, and empathic. It anticipates and addresses the possible reaction of its audience.  <input type="checkbox"/>

<b>F. Using Counseling Techniques</b>			
<b>Unsatisfactory</b> Counselor displays little knowledge of counseling theories, techniques, and practices.  <input type="checkbox"/>	<b>Needs Improvement</b> Counselor displays basic knowledge but does not make connections between theories, techniques, and practices.  <input type="checkbox"/>	<b>Proficient</b> Counselor's work reflects understanding of counseling theories, techniques, and practices.  <input type="checkbox"/>	<b>Exceeds Expectations</b> Counselor demonstrates extensive knowledge of counseling theories, techniques, and practices with evidence of continuing pursuit of such knowledge.  <input type="checkbox"/>

<b>G. Adhering to Standards of Practice</b>			
<b>Unsatisfactory</b> Counselor is unaware of guidelines and violates confidentiality and ethical standards.  <input type="checkbox"/>	<b>Needs Improvement</b> Counselor follows guidelines and/or confidentiality and ethical standards inconsistently.  <input type="checkbox"/>	<b>Proficient</b> Counselor communicates guidelines and confidentiality and ethical standards to students, families, and staff and follows them consistently.  <input type="checkbox"/>	<b>Exceeds Expectations</b> Counselor serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice.  <input type="checkbox"/>

<b>H. Demonstrating Knowledge of Diversity Issues</b>			
<b>Unsatisfactory</b> Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable.  <input type="checkbox"/>	<b>Needs Improvement</b> Counselor recognizes the value of diversity issues but displays this knowledge inconsistently.  <input type="checkbox"/>	<b>Proficient</b> Counselor is consistently sensitive to issues of diversity.  <input type="checkbox"/>	<b>Exceeds Expectations</b> Counselor raises an awareness of diversity issues in a variety of settings.  <input type="checkbox"/>

<b>I. Facilitating Behavior Change</b>			
<b>Unsatisfactory</b> Counselor lacks knowledge and skill in group dynamics and does not facilitate cooperation and personal growth.  <input type="checkbox"/>	<b>Needs Improvement</b> Counselor inconsistently applies knowledge of group dynamics and student exhibit minimal respect for counselor and group members.  <input type="checkbox"/>	<b>Proficient</b> Counselor and group member interactions are friendly and respectful. Counselor's knowledge of group dynamics is evident in the skill development and behavior change in the group.  <input type="checkbox"/>	<b>Exceeds Expectations</b> Counselor's efforts result in-group members exhibiting desired behavior change and/or self-understanding and they are able to transfer this to other settings.  <input type="checkbox"/>

Comments: \_\_\_\_\_

Counselor Observation Report Counselor \_\_\_\_\_  
Date \_\_\_\_\_

**III. Planning & Preparation**

Place an "X" in the appropriate category within each element.

<b>J. Demonstrating Knowledge of Curriculum and District Programming</b>			
<p><b>Unsatisfactory</b> Counselor displays minimal understanding and application of the curriculum and district programs.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Counselor displays basic understanding of curriculum and district programs, but does not apply them to individual student needs.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Counselor demonstrates solid understanding of curriculum and district programs and is able to employ these to meet individual student needs.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Counselor's knowledge of curriculum and district programs is extensive, showing evidence of a continuing search for improved practice. Counselor actively builds on present knowledge to promote maximum opportunities for the student.</p> <p><input type="checkbox"/></p>

<b>K. Demonstrating Knowledge of Students</b>			
<p><b>Unsatisfactory</b> Counselor makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in communicating with or about the student.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Counselor demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in communicating with or about the student.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Counselor demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to communicate with or about the student.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Counselor demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to proactively communicate with or about the student.</p> <p><input type="checkbox"/></p>

<b>L. Promoting Educational Planning</b>			
<p><b>Unsatisfactory</b> Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Counselor makes modest and inconsistent attempts to engage parents and students in making appropriate educational plans and life decisions.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Counselor's efforts to engage parents and students in making appropriate educational plans and life decisions are frequent and successful.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Counselor responds frequently and successfully and with great sensitivity to parent and student concerns regarding education plans and life decisions.</p> <p><input type="checkbox"/></p>

<b>M. Assisting with Transitions</b>			
<p><b>Unsatisfactory</b> Counselor is ineffective in setting up and executing transition tasks.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Counselor completes some transition tasks.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Counselor establishes a well-organized, publicized, and executed transition program.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Counselor annually reflects upon and plans ways to constructively improve the transition process.</p> <p><input type="checkbox"/></p>

Comments: \_\_\_\_\_

**Professional Responsibilities Report** Counselor \_\_\_\_\_  
Date \_\_\_\_\_

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth		
<p><b>Unsatisfactory</b> Relationships with colleagues are negative / self-serving. Not involved in professional growth and/or collaboration.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Satisfactory</b> Relationships with colleagues are positive and supportive. Counselor is actively engaged in professional growth and collaboration.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

2. Professional Records Management		
<p><b>Unsatisfactory</b> Counselor records, reports and documentation are missing, late or contain errors and result in confusion. Counselor maintains no system for record-keeping</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. Counselor's system for maintaining information is partially effective.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Counselor maintains and submits records, reports, and documentation in a timely and efficient manner, which conforms to law, and school and district procedures. Counselor's system for maintaining information is complete.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

3. Professional Communication with Families		
<p><b>Unsatisfactory</b> Provides little or no information to families and makes no attempt to engage them. Counselor is not available to families reasonable times.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Communication is inconsistent and often lacks substance or is inaccurate. Counselor makes minimal effort to be available at reasonable times.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Satisfactory</b> Counselor both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_



**Counselor Evaluation Summary (Page 1 of 2)**

(Kept in Permanent District Personnel File)

**Plan I** [KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient]

I. The Counseling Environment			
A. Creating an Environment of Respect & Rapport	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
B. Establishing a Culture for Learning	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
C. Making Appropriate Referrals	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
D. Organizing & Utilizes Space & Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

II. Guidance and Counseling			
E. Communicating Clearly & Accurately	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
F. Using Counseling Techniques	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
G. Adhering to Standards of Practice	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
H. Demonstrating Knowledge of Diversity Issues	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
I. Facilitating Behavior Change	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

III. Planning & Preparation			
J. Demonstrating Knowledge of District Curriculum	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
K. Demonstrating Knowledge of Students	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
L. Promoting Educational Planning	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
M. Assisting with Transitions	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

Professional Responsibilities Report:			
1. Professional Relationships & Prof. Growth	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
2. Professional Records Management	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
3. Professional Communication with Families	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
<b>Comments:</b> _____			

\_\_\_\_\_  
**Counselor's Signature**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

**Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.**

**(The employee may file a rebuttal statement to this evaluation.)**

\_\_\_\_\_ (Initials) I choose to attach the observation rubrics to the summative evaluation.



Counselor Evaluation Summary (Page 2 of 2)

The following section to be completed at least once annually for each certificated employee:

<b>Evaluator's Recommendations:</b>	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

\_\_\_\_\_  
Counselor's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Chief Tahgee Elementary Academy  
Library/Media Center Specialist  
Observation Report

<b>Library / Media Center Specialist Observation Report</b>
<b>Domain I—The Media Center Environment</b> A. Creating an Environment of Respect and Rapport B. Establishing a Culture for Learning C. Managing Library/Media Center Procedures D. Managing Student Behavior E. Organizing & Utilizing Space & Resources
<b>Domain II—Instruction</b> F. Communicating Clearly and Accurately G. Using Questioning & Discussion Techniques H. Demonstrating Knowledge of Diversity Issues I. Demonstrating Flexibility and Responsiveness
<b>Domain III—Planning &amp; Preparation</b> J. Demonstrating Knowledge of Library Skills, Content and Related Pedagogy K. Demonstrating Responsibility for Budget L. Demonstrating Knowledge of Library / Media Center Systems M. Assisting with School/Library/Media Center Connections
<b>Domain IV—Professional Responsibilities Report</b> 1. Professional Relationships & Professional Growth 2. Professional Records Management 3. Professional Communication with Families

Media Specialist Observation Report      Media Specialist \_\_\_\_\_  
 Date \_\_\_\_\_

**II. Instruction**

Place an "X" in the appropriate category within each element.

<b>E. Communicating Clearly &amp; Accurately</b>			
<p><b>Unsatisfactory</b> Media Specialist's oral and/or written communication contains errors or is unclear or inappropriate. Directions and Procedures are confusing to students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Media Specialist's oral and/or written communication may contain errors. Directions and procedures occasionally require further explanations and clarification to avoid confusion.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Media Specialist communicates clearly and accurately both orally and in writing. Directions and procedures are clear to students and contain appropriate level of detail.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Media Specialist's oral and/or written communication is clear, expressive, and empathic. Possible student misunderstanding of directions or procedures are anticipated and avoided.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>F. Using Questioning &amp; Discussion Techniques</b>			
<p><b>Unsatisfactory</b> Media Specialist's questions are virtually all of poor quality. Interactions between Media Specialist and students are predominantly recitation style or virtually nonexistent.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Media Specialist's questions are a combination of low and high quality. Only some questions invite a response. Discussion may be somewhat disorganized.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Media Specialist demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to assist the student.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Media Specialist's questions are of uniformly high quality with adequate time for student response. Students formulate questions and assume some responsibility for the success of the discussion.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>G. Demonstrating Knowledge of Students</b>			
<p><b>Unsatisfactory</b> Media Specialist makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in assisting the student.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Media Specialist demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in assisting student.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Media Specialist demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to assist the student.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Media Specialist demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to proactively assist the student.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>H. Demonstrating Flexibility &amp; Responsiveness</b>			
<p><b>Unsatisfactory</b> Media Specialist adheres rigidly to lesson, plan or schedule, even when a change will clearly benefit the students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Media Specialist attempts to adjust a lesson, plan or schedule with mixed results.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Media Specialist makes necessary adjustments to a lesson, plan or schedule and the adjustment occurs smoothly.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Media Specialist successfully makes a major adjustment to a lesson, plan or schedule when necessary.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

Media Specialist \_\_\_\_\_  
 Media Specialist Observation Report Date \_\_\_\_\_

**III. Planning & Preparation**

Place an "X" in the appropriate category within each element.

<b>J. Demonstrating Knowledge of Library Skills Content and Related Pedagogy</b>			
<p><b>Unsatisfactory</b>                      Media Specialist displays minimal understanding and application of the district's curriculum, makes content errors and displays little understanding of pedagogical practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Media Specialist displays basic understanding of district curriculum, but does not apply them to student needs, displays some knowledge of content and pedagogical practices but does not anticipate student misconceptions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      Media Specialist demonstrates solid understanding of district curriculum and is able to employ these to meet student needs, displays solid knowledge of content and pedagogical practices and anticipates student misconceptions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Media Specialist's knowledge of district curriculum is extensive, showing evidence of a continuing search for improved practice, displays extensive knowledge of content and current pedagogical practices and actively plans to avoid or dispel student misconceptions</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>K. Demonstrating Responsibility for Budget</b>			
<p><b>Unsatisfactory</b>                      Media Specialist does not keep accurate or comprehensive records; does not plan ahead to use budget wisely.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Media Specialist administers the budget with limited knowledge of budget keeping practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      Media Specialist administers the budget with awareness of good record keeping practices and plans ahead to allocate funding where it is needed. Media Specialist keeps clear and accurate records of money spent and collected.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Media Specialist plans and develops a budget in order to spend funds where necessary, including material needs and technology requirements. Media Specialist provides documentation to support library enhancement.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>L. Demonstrating Knowledge of Library/Media Center Systems</b>			
<p><b>Unsatisfactory</b>                      Media Specialist demonstrates little knowledge of cataloging standards and practices, and is unfamiliar with the software-technology. Materials are processed inefficiently.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Media Specialist demonstrates limited knowledge of cataloging standards and practices, and has limited knowledge of software-technology. Materials are not processed in a timely manner.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      Media Specialist has a working knowledge of cataloging standards and practices, and is knowledgeable about the software-technology. Materials are processed in a way that creates ease in record keeping and material management.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Media Specialist has a mastery of cataloging standards and practices, and has a wide knowledge of the software-technology. Materials are efficiently cataloged and processed to maximize searchability.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>M. Assisting with School / Library / Media Center Connections</b>			
<p><b>Unsatisfactory</b>                      Media Specialist makes minor attempts to create displays/visuals to encourage media center use. Poor scheduling results in library/media center being underused or chaotic.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Media Specialist occasionally creates displays/visuals to enhance media center use. Scheduling is poorly planned so that library/media center is not efficiently used.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      Media Specialist creates displays and visuals that enhance and encourage media center use. Scheduling is flexible and encourages use. LMC Specialist is aware of future media center use needs and plans accordingly.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Media Specialist integrates displays and visuals that enhance and encourage media center use. LMC Specialist efficiently schedule the use of the media center during school hours and maximizes the use of the area.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

Media Specialist \_\_\_\_\_  
 Date \_\_\_\_\_

**Professional Responsibilities Report**

Place an "X" in the appropriate category within each element.

1. Professional Relationships & Professional Growth		
<b>Unsatisfactory</b> Relationships with colleagues are negative / self-serving. Not involved in professional growth and/or collaboration.  <input type="checkbox"/>	<b>Needs Improvement</b> Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested.  <input type="checkbox"/>	<b>Satisfactory</b> Relationships with colleagues are positive and supportive. LMC is actively engaged in professional growth and collaboration.  <input type="checkbox"/>

Comments: \_\_\_\_\_

2. Professional Records Management		
<b>Unsatisfactory</b> System for storing and maintaining information related to library administration is in disarray, resulting in errors and confusion. LMC Specialist does not complete record keeping within required timelines.  <input type="checkbox"/>	<b>Needs Improvement</b> System for storing and maintaining information related to library administration is rudimentary and only partially effective, leading to misunderstandings. Requires repeated reminders to meet deadlines.  <input type="checkbox"/>	<b>Satisfactory</b> System for storing and maintaining information related to library administration is organized, searchable, and fully effective, resulting in a solid foundation for decision-making. LMC Specialist gathers statistics and completes records accurately within required timelines.  <input type="checkbox"/>

Comments: \_\_\_\_\_

3. Professional Communication		
<b>Unsatisfactory</b> Provides little or no information to families and makes no attempt to engage them. Media Specialist is not available to families reasonable times.  <input type="checkbox"/>	<b>Needs Improvement</b> Communication is inconsistent and often lacks substance or is inaccurate. Media Specialist makes minimal effort to be available at reasonable times.  <input type="checkbox"/>	<b>Satisfactory</b> Media Specialist both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively.  <input type="checkbox"/>

Comments: \_\_\_\_\_



**Library/Media Center Specialist Evaluation Summary**

(Kept in Permanent District Personnel File) (Page 1 of 2)

**Plan I** [KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient]

I. The Library / Media Center Environment			
A. Creating an Environment of Respect & Rapport	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
B. Establishing a Culture for Learning	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
C. Managing Library/Media Center Procedures	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
D. Managing Student Behavior	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
E. Organizing & Utilizing Space & Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

II. Instruction			
F. Communicating Clearly & Accurately	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
G. Using Questioning & Discussion Techniques	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
H. Demonstrating Knowledge of Students	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
I. Demonstrating Flexibility & Responsiveness	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

III. Planning & Preparation			
J. Demonstrating Knowledge of Library Skills Content & Related Pedagogy	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
K. Demonstrating Responsibility for Budget	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
L. Demonstrating Knowledge of Library / Media Center Systems	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
M. Assessing with School / Library / Media Center Connections	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

Professional Responsibilities Report:			
1. Professional Relationships & Prof. Growth	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
2. Professional Records Management	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
3. Professional Communication with Families	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
<b>Comments:</b> _____			

\_\_\_\_\_  
**Media Specialist's Signature**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

**Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.**

**(The employee may file a rebuttal statement to this evaluation.)**  
\_\_\_\_\_(Initials) I choose to attach the observation rubrics to the summative evaluation.

Media Specialist Evaluation Summary (Page 1 of 1)

The following section to be completed at least once annually for each certificated employee:

<b>Evaluator's Recommendations:</b>	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

\_\_\_\_\_  
Media Specialist's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

TEA

Chief Tahgee Elementary Academy  
School Nurse Observation Report

**School Nurse Observation Report**

**Domain I—The Health Services Environment**

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Health Education
- C. Managing Health Service Procedures/Protocol
- D. Organizing Space, Health Records, Medication

**Domain II—Guidance and Counseling**

- E. Communicating Clearly and Accurately
- F. Supervising Health Associates
- G. Engaging Students/Staff in Health Education
- H. Providing Health Counseling
- I. Managing Emergencies & Non-emergencies

**Domain III—Planning & Preparation**

- J. Demonstrating Knowledge of Resources
- K. Demonstrating Responsibility of Students
- L. Designing Health Plans
- M. Adhering to Standards of Practice

**Domain IV—Professional Responsibilities Report**

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families



**School Nurse Observation Report**

School Nurse \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Date \_\_\_\_\_ Period/Time of Day \_\_\_\_\_

**I. The Health Services Environment**

Place an "X" in the appropriate category within each element.

<b>A. Creating an Environment of Respect, Rapport &amp; Confidentiality</b>			
<p><b>Unsatisfactory</b>                      School Nurse interactions with at least some students are negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. School Nurse is not alert to issues of confidentiality.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' culture. School Nurse's efforts to maintain confidentiality are inconsistent.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse interactions are generally friendly and demonstrate warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. School Nurse is moderately consistent in maintaining confidentiality.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse demonstrates genuine caring and respect for individual students. School Nurse consistently advocates for student respect and interaction. School Nurse is highly proactive in maintaining confidentiality.</p> <p><input type="checkbox"/></p>
<b>B. Maintaining A Culture for Health Education</b>			
<p><b>Unsatisfactory</b>                      School Nurse lacks professional commitment to health education. Instructional goals and activities are poorly planned. School Nurse is unaware of instructional materials that can be utilized in health education.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse provides health instruction for groups when requested, is aware of instructional materials that can be utilized in health education and strives to make the information available.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse provides formal health instruction within groups or in classroom, based on sound learning theory as appropriate for developmental level. School nurse actively seeks out opportunities to serve as a consultant relating to health topics and issues in the schools.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse is involved in health curriculum development. School nurse monitors for health knowledge deficits and plans/implements health education strategies that reflect health needs of individuals.</p> <p><input type="checkbox"/></p>
<b>C. Managing Health services Procedures/Protocol</b>			
<p><b>Unsatisfactory</b>                      School Nurse exhibits a lack of knowledge of Idaho Board of Nursing regulations and practices without reference to District Policies and Procedures for Health services.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse is aware of Idaho Board of Nursing regulations and District Policies and Procedures for Health services but adheres to them inconsistently.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse abides by Idaho Board of Nursing regulations and District Policies and Procedures for Health Services. Duties are delegated only as appropriate.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse is actively involved in policy development, revision, and review. School Nurse takes a leadership role in promoting District Policies and Procedures for Health services.</p> <p><input type="checkbox"/></p>
<b>D. Organizing Physical space, Maintenance of Health records, Storage of Medication</b>			
<p><b>Unsatisfactory</b>                      Health office is unsafe and arrangement not suited to health services. Materials are handled inefficiently. Health records lack documentation of up-to-date information. Medications are haphazardly stored in an insecure area.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Health office is safe but arranged with limited effectiveness. Routines for handling materials and supplies function moderately well. Records often lack documentation of up-to-date information. Medications are stored in secure area with restricted access.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Health office is safe and arrangement is conducive for health activities. Routines for handling materials and supplies occur smoothly. All health records contain current information. Medications are secure, accessible by health service personnel only.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Future office needs are anticipated and planned for. Cost effective strategies are utilized and encouraged. All health records are easily accessible, utilized frequently and contain current information. Medications are secure, accessible by health service personnel only.</p> <p><input type="checkbox"/></p>

Comments: \_\_\_\_\_

School Nurse \_\_\_\_\_  
 Date \_\_\_\_\_

**School Nurse Observation Report**

**II. Health Services Interventions, Health Education, and Wellness**

Place an "X" in the appropriate category within each element.

<b>E. Communicating Clearly &amp; Accurately</b>			
<p><b>Unsatisfactory</b>                      School Nurse's oral and/or written communication contains errors or is unclear or inappropriate.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse's oral and/or written communication may contain errors and may require further explanations to avoid confusion.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse communicates clearly and accurately both orally and in writing. Vocabulary is appropriate to age and developmental level of the individual.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse's oral and/or written communication is clear, expressive, and empathic, anticipating and addressing the possible reaction of the audience.</p> <p><input type="checkbox"/></p>
<b>F. Supervising Health Associates</b>			
<p><b>Unsatisfactory</b>                      No standards for delegated duties appear to have been established. Associates are not monitored.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Standards of delegated duties appear to have been established for most situations but confusion exists. School nurse is generally aware of associate's activities.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Standards of delegated duties are clear to all health associates. School nurse is alert to associate activities at all times and monitors them closely.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Standards of delegated duties are clear and are developed with health associate participation. Monitoring of associates is sensitive and preventive. Associates are motivated to self-monitor.</p> <p><input type="checkbox"/></p>
<b>G. Engaging Students /Staff in Health Education and Wellness Promotion</b>			
<p><b>Unsatisfactory</b>                      Health/wellness activities are poorly planned and fall short of meeting program goals. Student/staff are not engaged.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Some health/wellness activities are appropriate to student/staff and engage them. Presentations and activities are planned but program goals not always achieved.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Most health/wellness activities are appropriate to student/staff and all are engaged. Presentations and activities are well planned and program goals are generally achieved.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Health education presentations are well planned, purposeful and program goals are met or exceed benchmarks. All students/staff are engaged in health activities to enhance their physical well being.</p> <p><input type="checkbox"/></p>
<b>H. Providing Health Counseling to Students / Staff</b>			
<p><b>Unsatisfactory</b>                      Health counseling is not provided or of poor quality or not provided in a timely manner.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Health counseling is of inconsistent quality or is not consistently provided in a timely manner.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      Health counseling is high quality in both one-to-one and group settings and is consistently provided in a timely manner.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Health counseling is consistently high quality and is consistently provided in a timely manner. Students/staff are encouraged to make prompt use of their learning.</p> <p><input type="checkbox"/></p>
<b>I. Managing Emergency and Non-Emergency Interactions</b>			
<p><b>Unsatisfactory</b>                      School Nurse does not effectively manage emergency or non-emergency situations.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse has a generally accurate impression of nursing process but uses it inconsistently in emergency and non-emergency situations.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse makes accurate assessments utilizing the nursing process in emergency and non-emergency situations on a consistent basis.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse effectively demonstrates nursing process in all situations and evaluates the outcome intervention.</p> <p><input type="checkbox"/></p>

Comments: \_\_\_\_\_

School Nurse \_\_\_\_\_  
 School Nurse Observation Report Date \_\_\_\_\_

**III. Planning & Preparation**

Place an "X" in the appropriate category within each element.

<b>J. Demonstrating Knowledge of School, District, and Community Health Resources</b>			
<p><b>Unsatisfactory</b>                      School Nurse is unaware of health resources available through the school, district, or community. School nurse is not recognized as a direct link to health resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse displays limited awareness of resources available through the school, district, or community. School nurse is recognized as an indirect link to other health resources but is inconsistently utilized.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse is fully aware of resources through the school, district, or community and knows how to gain access for individuals. School nurse is recognized as a direct link and networks with those agencies on an as-needed basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse actively utilizes other sources to enhance health services or nursing process. School nurse serves as a school-community liaison and participates in inter-agency efforts to improve resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>K. Demonstrating Knowledge of Students and Health Needs in School Setting</b>			
<p><b>Unsatisfactory</b>                      School Nurse displays minimal knowledge of developmental characteristics of age group, individual diversity, or cultural heritage. School staff is unaware of specific health concerns of their students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse demonstrates partial knowledge of developmental characteristics of age group, individual diversity, or cultural heritage. School staff is inconsistently notified of specific student health concerns.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns and the diversity or cultural heritage of groups of individuals. School staff is notified of specific student health concerns in a timely manner and is updated.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse demonstrates thorough understanding of typical development, exceptions to the patterns, diversity or cultural heritage, and incorporates that information into health interventions and interactions. School staff is notified of student health concerns in a timely manner and is updated.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>L. Designing Health Plans and Assessment Intervention Effectiveness</b>			
<p><b>Unsatisfactory</b>                      Health plans are absent or incomplete or designed without seeking input from others. The value of assessing for intervention effectiveness is not recognized.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      Health plans are completed for some or designed with minimal input from others. School nurse recognizes the value of assessing for intervention effectiveness.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      Health plans are in place for most students needing them and were developed collaboratively with team members. School nurse assesses for intervention effectiveness on a consistent basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      Health plans are completed for those students needing them, are individualized, continually monitored, and developed in collaboration with team members. Intervention effectiveness is consistently assessed and changes or adaptations are implemented as indicated.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>M. Adhering to Standards of Practice</b>			
<p><b>Unsatisfactory</b>                      School Nurse is unaware of guidelines and violates confidentiality and ethical standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b>                      School Nurse follows guidelines and/or confidentiality and ethical standards inconsistently.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b>                      School Nurse communicates guidelines and confidentiality and ethical standards to students, families, and staff and follows them consistently.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b>                      School Nurse serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

**Professional Responsibilities Report** School Nurse \_\_\_\_\_  
Date \_\_\_\_\_

Place an "X" in the appropriate category within each element.

<u>1. Professional Relationships &amp; Professional Growth</u>		
<p><b>Unsatisfactory</b> Relationships with colleagues are negative / self-serving. Engages in few or no professional growth activities and/or collaboration. Fails to assume professional responsibilities.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Satisfactory</b> Relationships with colleagues are positive and supportive. School Nurse is actively engaged in professional growth and collaboration. Offers staff training and actively participates in assisting colleagues.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

<u>2. Professional Records Management</u>		
<p><b>Unsatisfactory</b> School Nurse's records, reports and documentation are missing, late or contain errors and result in confusion about student performance, interventions, assessment data, or other relevant issues. Deadlines are not met.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. Offers basic information about student performance, interventions, assessment data, or other relevant issues. Requires repeated reminders to meet deadlines.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Satisfactory</b> School Nurse's records are complete, secure, legible, and conform to school and district requirements. Deadlines are consistently met.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

<u>3. Professional Communication</u>		
<p><b>Unsatisfactory</b> Provides little or no information to families and makes no attempt to engage them. School Nurse is not available to families at reasonable times.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Communication is inconsistent and often lacks substance or is inaccurate. School Nurse makes minimal effort to be available at reasonable times.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Satisfactory</b> School Nurse both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_



**School Nurse Evaluation Summary (Page 1 of 2)**

(Kept in Permanent District Personnel File)

**Plan I** KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient

<b>I. The Health Services Environment</b>			
A. Creating an Environment of Respect & Rapport	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
B. Establishing a Culture for Health Education	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
C. Managing Health services Procedures/Protocol	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
D. Organizing & Utilizing Space, Health Records, Medication	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

<b>II. Health Services Intervention, Health Education, and Wellness</b>			
E. Communicating Clearly & Accurately	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
F. Supervising Health Associates	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
G. Engaging Students / Staff in Health Education	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
H. Providing Health Counseling	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
I. Managing Emergencies & Non-Emergencies	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

<b>III. Planning &amp; Preparation</b>			
J. Demonstrating Knowledge of Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
K. Demonstrating Knowledge of Students	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
L. Designing Health Plans	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
M. Adhering to Standards of Practice	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> P
<b>Comments:</b> _____			

<b>Professional Responsibilities Report:</b>			
1. Professional Relationships & Prof. Growth	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
2. Professional Records Management	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
3. Professional Communication with Families	<input type="checkbox"/> U	<input type="checkbox"/> NI	<input type="checkbox"/> Satisfactory
<b>Comments:</b> _____			

\_\_\_\_\_  
**School Nurse's Signature**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.

(The employee may file a rebuttal statement to this evaluation.)

\_\_\_\_\_(Initials) I choose to attach the observation rubrics to the summative evaluation.

School Nurse Evaluation Summary (Page 2 of 2)

The following section to be completed at least once annually for each certificated employee:

<b>Evaluator's Recommendations:</b>	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

\_\_\_\_\_  
School Nurse's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Chief Tahgee Elementary Academy  
School Psychologist Observation Report

**School Psychologist Observation Report**

**Domain I—The Assessment Environment**

- A. Creating an Environment of Respect and Rapport
- B. Establishing Expectations for Assessments
- C. Managing Assessment Procedures
- D. Managing Student Behavior
- E. Organizing & Utilizes Space & Resources

**Domain II—Teaming and Consultation**

- F. Communicating Clearly and Accurately
- G. Using Teaming and Consultation Techniques
- H. Adhering to Standards of Practice
- I. Facilitating Behavior Change

**Domain III—Planning & Preparation**

- J. Demonstrating Knowledge of Resources
- K. Demonstrating Knowledge of Students
- L. Involvement on Multidisciplinary Teams
- M. Addressing Referral Questions

**Domain IV—Professional Responsibilities Report**

- 1. Professional Relationships & Professional Growth
- 2. Professional Records Management
- 3. Professional Communication with Families

**Psychologist Observation Report**

Psychologist \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Date \_\_\_\_\_ Period/Time of Day \_\_\_\_\_

**I. The Assessment Environment**

Place an "X" in the appropriate category within each element.

<b>A. Creating an Environment of Respect, Rapport &amp; Confidentiality</b>			
<p><b>Unsatisfactory</b> Interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student. Psychologist seldom advocates for student respect and interaction.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist-student interactions are generally appropriate but may reflect occasional inconsistencies or disregard for students' culture. Efforts to establish rapport are adequate to ensure validity of results.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist-student interactions are generally friendly and demonstrate warmth, caring, and respect. Interactions are appropriate to developmental and cultural norms. Questions are answered in accordance with instrument limitations. Uncooperative students are responded to with patience.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Interactions are warm, caring, and respectful. Procedures are explained and questions answered within limitation of instruments. Psychologist ensures student is at ease and comfortable. Uncooperative students are responded to therapeutically, with patience, understanding and empathy.</p> <p><input type="checkbox"/></p>
<b>B. Establishing Expectations for Assessment</b>			
<p><b>Unsatisfactory</b> Psychologist does not prepare student prior to test administration. Anxious reactions to departure from classroom or to test procedures are not addressed.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist spends some time preparing student for evaluation. Student anxiety is addressed periodically with encouragement and efforts sometimes made to relax the student.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist makes efforts to put student at ease at first meeting. Reasons for activities are given in developmentally appropriate language; questions are answered in a friendly manner. Feedback is given as permitted by the instruments.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist creates an atmosphere of cooperation. Evaluations, activities, and levels of difficulty are explained in developmentally appropriate language and within instrument limitations. Questions are encouraged. Psychologist conveys that student is active participant and that responses are valued.</p> <p><input type="checkbox"/></p>
<b>C. Managing Assessment Procedures</b>			
<p><b>Unsatisfactory</b> Psychologist is unfamiliar with relevant procedures and fails to administer or score according to acceptable practices.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist demonstrates competency in procedures for each measure and adheres to standardized administration and scoring most of the time.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist is well versed in multiple procedures and administers them according to standardized specifications and special needs.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist uses innovative strategies and techniques to optimally assess the student's needs. Procedures are adapted when possible to accommodate for special circumstances.</p> <p><input type="checkbox"/></p>
<b>D. Student Behavior</b>			
<p><b>Unsatisfactory</b> Psychologist does not monitor or address negative test behaviors during evaluation.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist is alert to problematic test behaviors and inconsistently takes steps to intervene.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist is alert to and anticipates problematic behaviors and proactively takes steps to intervene. Uses developmentally appropriate encouragement or incentives. Addresses uncooperative or disruptive behaviors with gently but firmly.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist is sensitive to emerging fatigue, reduced motivation, or attention and takes steps to intervene. Addresses uncooperative or disruptive behaviors with gently but firm limit setting.</p> <p><input type="checkbox"/></p>
<b>E. Organizing and Utilizing Space and Resources</b>			
<p><b>Unsatisfactory</b> Psychologist does not observe or modify testing room limitations, reduce distractible stimuli when possible, or take steps to ensure safety. Protected test materials are not stored in a secure area. Access to records is not monitored.</p> <p><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist inconsistently observes and modifies testing room limitations, reduces distractible stimuli when possible, and ensures safety. Protected test materials, scoring forms, and notes are sometimes secured.</p> <p><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist inspects and modifies, to extent possible, room in advance for distractions, lighting, and temperature. Furniture is arranged to maximize efficiency of administration, optimize attention/activity level and maximize safety. Stores protected test materials in a secure, locked area and monitors access log.</p> <p><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist uses innovative strategies and techniques to optimally assess the student's needs. Procedures are adapted when possible to accommodate for special circumstances.</p> <p><input type="checkbox"/></p>

Comments: \_\_\_\_\_



**Psychologist Observation Report**

Psychologist \_\_\_\_\_  
Date \_\_\_\_\_

**II. Teaming and Consulting**

Place an "X" in the appropriate category within each element.

<b>F. Communicating Clearly &amp; Accurately</b>			
<p><b>Unsatisfactory</b> Psychologist's oral and/or written communication contains technical jargon, errors or is unclear or inappropriate. Does not utilize process skills (empathy, genuineness, warmth) necessary for establishing trust and rapport. No effort is made to explain IDEA procedures. Time limitations are not respected.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist's oral and/or written communication may contain errors or jargon and may require further explanations to avoid confusion. Attempts to utilize process skills and engenders some trust and rapport. Some effort is made to explain IDEA procedures. Time limitations are considered.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist communicates clearly and accurately both orally and in writing. Uses process skills effectively, resulting in marked degree of student/teacher/parent trust and rapport. A sense of partnership is nurtured; questions are encouraged and answered. Explains IDEA procedures and results collaboratively.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist's oral and/or written communication is clear, expressive, and empathic. It anticipates and addresses the possible reaction of its audience. Proficient use of process skills results in high degree of trust and rapport that allows for exploration of concerns in greater depth. Contacts parents in advance to discuss concerns or evaluation. Feedback is timely and respectful of time limitations.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>G. Using Teaming and Consultation Techniques</b>			
<p><b>Unsatisfactory</b> Psychologist displays little knowledge of theories, techniques, and practices in school psychology. Does not provide timely, useful or practical strategies.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist displays basic knowledge of school psychology but does not make connections between theories, techniques, and practices. Demonstrates basic understanding of teacher/student needs. Strategies are sound but not integrated with evaluation or data collection methods.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist's work reflects thorough understanding of school psychology theories, techniques, and practices. Facilitates the development and use of clear and concise strategies that are timely and effective. Integrates evaluation with the design of the interventions so that data collection and program adjustment are ongoing.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Teachers/students/parents seek the involvement of psychologist in problem solving. Strategies are consistently monitored and revised as necessary to promote problem solving. Collaboration is ongoing. Sound connections made between theories, techniques, and practices. Facilitates data collection that supports ongoing evaluation.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>H. Adhering to Standards of Practice</b>			
<p><b>Unsatisfactory</b> Psychologist lacks awareness of evaluation guidelines and violates confidentiality, procedural safeguards, and ethical standards. Consults outside of boundaries of knowledge.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist follows evaluation guidelines and/or confidentiality, procedural safeguards, and ethical standards. Appropriately stays within boundaries of knowledge and expertise.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist communicates guidelines, procedural safeguards confidentiality and ethical standards to students, families, and staff and follows them consistently. Maintains professional boundaries.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist serves as a resource for colleagues in matters regarding procedural safeguards and confidentiality and maintains a high level of current knowledge of standards and best practice.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>I. Facilitating Decision Making</b>			
<p><b>Unsatisfactory</b> Psychologist makes decisions that are biased, unethical or unsupported by data.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist makes decisions that are data driven and reflect the needs of the students but does so inconsistently.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist's decision making is guided by best practice and sound judgment and in the best interests of the students. Facilitates team decision-making.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist takes a leadership role in team decision-making and helps ensure decisions are based on highest professional standards.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments:

Psychologist Observation Report

Psychologist \_\_\_\_\_  
Date \_\_\_\_\_

III. Planning & Preparation

Place an "X" in the appropriate category within each element.

<b>J. Demonstrating Knowledge of School, District, and Community Resources</b>			
<p><b>Unsatisfactory</b> Psychologist displays little knowledge and understanding of available district or community resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist has knowledge and understanding of available district and community resources.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist has detailed knowledge and understanding of available district and community resources and assists in accessing services for teachers, students, and families.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist's knowledge of community and district resources is extensive, showing evidence of a continuing search for strong network of agencies serving children.. Psychologist actively builds on present knowledge to promote seamless services.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>K. Demonstrating Knowledge of Students</b>			
<p><b>Unsatisfactory</b> Psychologist makes little or no attempt to acquire knowledge of students' backgrounds, skills or interests and does not use such information in communicating with or about the student. Insensitive to cultural limitations of assessment instruments.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist demonstrates partial knowledge of students' backgrounds, skills and interests and attempts to use this knowledge in communicating with or about the student. Uses appropriate instruments and demonstrates culturally competent practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist demonstrates knowledge of students' backgrounds, skills and interests and uses this knowledge effectively to communicate with or about the student. Uses appropriate instruments and demonstrates culturally competent practices.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist demonstrates thorough knowledge of students' backgrounds, skills, and interests, using this knowledge to proactively communicate with or about the student. Competently promotes and uses culturally sensitive practices and assessment instruments.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>L. Involvement on Building, District, and Interagency Teams</b>			
<p><b>Unsatisfactory</b> Psychologist does not participate in or attend team meetings when required. Participation in meetings undermines team process and climate.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Psychologist participates in team meetings. Needs repeated supervision and direction about participation.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Psychologist participates actively, consistently, and constructively in team meetings. Assists in reaching team consensus.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Psychologist facilitates team meetings. Anticipates and plans for team needs. Assists in reaching team consensus driven by student rights and needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<b>M. Addressing referral Questions</b>			
<p><b>Unsatisfactory</b> Assessment and consultation do not address referral questions/problems. Fails to tailor choice of instruments to individual needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Needs Improvement</b> Assessment and consultation address referral questions / problems as presented. Uses standard test battery with little variation to specific student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Proficient</b> Comprehensively addresses referral questions/problems and identifies related issues. Selects instruments based on individual needs and problems. Has and utilizes a variety of test instruments.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><b>Exceeds Expectations</b> Thoroughly responds to referral problems/questions and related issues, facilitates problem solving, and provides appropriate intervention techniques. Creatively approaches referral question and uses a variety of standardized test instruments.</p> <p style="text-align: center;"><input type="checkbox"/></p>

Comments: \_\_\_\_\_

**Professional Responsibilities Report**

Psychologist \_\_\_\_\_  
Date \_\_\_\_\_

Place an "X" in the appropriate category within each element.

<u>1. Professional Relationships &amp; Professional Growth</u>		
<b>Unsatisfactory</b> Relationships with colleagues are negative / self-serving. Engages in few or no professional growth activities and/or collaboration. Fails to assume professional responsibilities.	<b>Needs Improvement</b> Little interest in developing relationships with colleagues. Involvement in professional growth and collaboration occurs minimally and when requested.	<b>Satisfactory</b> Relationships with colleagues are positive and supportive. Psychologist is actively engaged in professional growth and collaboration. Offers staff training and actively participates in assisting colleagues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

<u>2. Professional Records Management</u>		
<b>Unsatisfactory</b> Psychologist's records, reports and documentation are missing, late or contain errors and result in confusion about student performance, interventions, assessment data, or other relevant issues. Deadlines are not met.	<b>Needs Improvement</b> Record keeping is sometimes inaccurate. Requires repeated reminders to meet deadlines. Offers basic information about student performance, interventions, assessment data, or other relevant issues. Requires repeated reminders to meet deadlines.	<b>Satisfactory</b> Psychologist's records are complete, secure, legible, and conform to school and district requirements. Deadlines are consistently met.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

<u>3. Professional Communication</u>		
<b>Unsatisfactory</b> Provides little or no information to families and makes no attempt to engage them. Psychologist is not available to families at reasonable times.	<b>Needs Improvement</b> Communication is inconsistent and often lacks substance or is inaccurate. Psychologist makes minimal effort to be available at reasonable times.	<b>Satisfactory</b> Psychologist both initiates and responds through timely communication with families and is available at reasonable times. Concerns are addressed effectively.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

**Psychologist Evaluation Summary (Page 1 of 2)**

(Kept in Permanent District Personnel File)

**Plan I** [KEY: U = Unsatisfactory, NI = Needs Improvement, P = Proficient]

I. The Assessment Environment		
A. Creating an Environment of Respect & Rapport	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
B. Establishing Expectations for Assessments	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
C. Managing Assessment Procedures	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
D. Managing Student Behavior	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
E. Organizing & Utilizes Space & Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
<b>Comments:</b> _____		

II. Teaming and Consultation		
F. Communicating Clearly & Accurately	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
G. Using Teaming and Consultation Techniques	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
H. Adhering to Standards of Practice	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
I. Facilitating Behavior Change	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
<b>Comments:</b> _____		

III. Planning & Preparation		
J. Demonstrating Knowledge of Resources	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
K. Demonstrating Knowledge of Students	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
L. Involvement on Multidisciplinary Teams	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
M. Addressing Referral Questions	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> P
<b>Comments:</b> _____		

Professional Responsibilities Report:		
1. Professional Relationships & Prof. Growth	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> Satisfactory
2. Professional Records Management	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> Satisfactory
3. Professional Communication with Families	<input type="checkbox"/> U	<input type="checkbox"/> NI <input type="checkbox"/> Satisfactory
<b>Comments:</b> _____		

\_\_\_\_\_  
**Psychologist's Signature**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Date**

**Signing of this form does not indicate agreement or disagreement with the information included in this Evaluation Summary Report. A signature does indicate that both parties have read and discussed this evaluation.**

**(The employee may file a rebuttal statement to this evaluation.)**

\_\_\_\_\_(Initials) I choose to attach the observation rubrics to the summative evaluation.

Psychologist Evaluation Summary (Page 2 of 2)

The following section to be completed at least once annually for each certificated employee:

<b>Evaluator's Recommendations:</b>	
Continued Employment <input type="checkbox"/>	Probation Plan (attached) <input type="checkbox"/>
Improvement Plan (attached) <input type="checkbox"/>	Non-renewal / Non-employment <input type="checkbox"/>

\_\_\_\_\_  
Psychologist's Signature

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



Appendix K – Paraprofessional Evaluation

Chief Tahgee Elementary Academy
Employee Performance Review
Title I Para-Professional

EMPLOYEE INFORMATION

Employee Name Location
Job Classification Evaluator Name

REVIEW GUIDELINES

Directions:
As with any evaluation process, the intent is to provide information that will enable the employee to improve job performance.

Check one rating for each function. The evaluator may comment on any marking but functions marked "Marginal" or "Unsatisfactory" shall include suggestions for improving performance.

Complete this Employee Evaluation using the following scale:
Outstanding - Performance is so successful at this element of your job that special note should be made.
Very Good - Performance at this level is consistently better than average.
Satisfactory - Performance is at or above the standards required.
Marginal - Performance is somewhat below the minimum standard for this element of your job.
Unsatisfactory - Performance on this element of your job is well below the standards and potential and/or willingness to meet the minimum standards is not immediately apparent.

REVIEW OF ESSENTIAL FUNCTIONS

1. Adapts classroom activities, assignments and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
Outstanding [ ] Very Good [ ] Satisfactory [ ] Marginal [ ] Unsatisfactory [ ]

Comments:
[ ]

2. Administers tests, homework, make-up work, etc. for the purpose of supporting teachers in the classroom.
Outstanding [ ] Very Good [ ] Satisfactory [ ] Marginal [ ] Unsatisfactory [ ]

Comments:
[ ]

3. Attends meetings and in-service presentations for the purpose of acquiring and/or conveying information relative to job functions.
Outstanding [ ] Very Good [ ] Satisfactory [ ] Marginal [ ] Unsatisfactory [ ]

Comments:
[ ]

4. Communicates with supervising instructional staff, professional support personnel, and parents for the purpose of assisting in evaluating progress.

Outstanding  Very Good  Satisfactory  Marginal  Unsatisfactory

Comments:

5. Maintains instructional materials and/or manual and electronic files/records for the purpose of facilitating instruction; recording student information; and/or meeting mandated requirements.

Outstanding  Very Good  Satisfactory  Marginal  Unsatisfactory

Comments:

6. Monitors students during assigned periods within a variety of school environments (e.g. restrooms, playgrounds, hallways, bus loading zones, cafeteria, parking lots, etc.) for the purpose of maintaining a safe and positive learning environment.

Outstanding  Very Good  Satisfactory  Marginal  Unsatisfactory

Comments:

7. Provides, under the supervision of assigned teacher, instruction to students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, etc.) for the purpose of reinforcing instructional objectives and ensuring students' success in school.

Outstanding  Very Good  Satisfactory  Marginal  Unsatisfactory

Comments:

8. Demonstrates dependability, promptness, and regular attendance in order to establish consistent routines, promote teamwork, and guarantee instructional continuity.

Outstanding  Very Good  Satisfactory  Marginal  Unsatisfactory

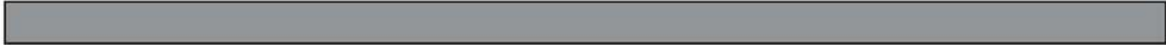
Comments:

9. Maintains a high level of confidentiality regarding student and staff information in order to remain in compliance with legal requirements and to maintain a professional working environment.

Outstanding  Very Good  Satisfactory  Marginal  Unsatisfactory

Comments:

April 5, 2012



Evaluator Comments:

Employee Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have reviewed this performance evaluation.

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

I have read this evaluation of my performance and discussed it with my evaluator.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date



Appendix L – Classified Employee Evaluation

Chief Tahgee Elementary Academy  
Classified Employee  
Performance Evaluation

School Year \_\_\_\_\_

Employee Name \_\_\_\_\_ Position \_\_\_\_\_  
Social Security Number \_\_\_\_\_ School/Dept. \_\_\_\_\_

Reason for review:  90 Day Probationary  
 Annual  
 Special

Instructions: Employee's performance should be evaluated in accordance with following scale, as indicated by the requirements of the position. Indicate NA for areas that are not applicable.

Explanation of Ratings Assignment:

- O - Outstanding. Performance is exceptional in all areas and is recognizable as being far superior to others.
- G - Good. Competent and dependable level of performance. Meets performance standards of the job.
- I - Improvement Needed. Performance is deficient in certain areas. Improvement is necessary.
- U - Unsatisfactory. Results are generally unacceptable and require immediate improvement.
- NA - Not Applicable

	O	G	I	U	NA
1. Quality of Work- Extent of thoroughness and neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Productivity - Extent to which employee efficiently produces a significant amount of work in a specified time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Job Knowledge - Extent to which employee has knowledge of job requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reliability - Extent to which employee fulfills responsibilities and meets commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Attendance - Extent to which employee is punctual and has an acceptable attendance record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Independence - Extent to which employee works with little or no supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Creativity - Extent to which employee proposes ideas, finds new and better ways of doing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Initiative -Extent to which employee seeks new assignments and assumes additional duties when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Adherence to Policy - Extent to which employee follows safety and conduct rules, other regulations and adheres to company policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Interpersonal Relationships - Extent to which employee is willing and demonstrates the ability to cooperate with coworkers, supervisors, subordinates, and/or outside contacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Judgment - Extent to which an employee thinks and acts logically and appropriately and demonstrates decision skills when necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Communication -Extent to which an employee speaks and writes clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Chief Tahgee Elementary Academy  
Classified Employee  
Performance Evaluation

School Year

1. Overall performance during evaluation period:

- Outstanding
- Improvement Needed
- Good
- Unsatisfactory

2. Recommendation for continued employment:

- Recommended
- Not Recommended
- Recommended with conditions (Attach Counseling Form or other appropriate documentation)

3. Director's Comments (To be completed if not addressed on Evaluation Form)

Major strengths and accomplishments:

Areas needing improvement:

4. Employee's Comments:

Name of Employee \_\_\_\_\_ Position \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_

Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

Appendix M – School Climate Survey – Key Themes & Questions

Student Survey

**A. Overall Satisfaction with School & Educational System**

- A1. Learning was enjoyable and interesting.
- A2. I was satisfied with my school teachers.
- A3. I was satisfied with my school extracurricular activities.
- A4. I was satisfied with my school.

**B. Welcoming Environment & Climate (including building cleanliness)**

- B1. Students in my school make me feel welcome.
- B2. Adults in my school make me feel welcome.
- B3. My school is kept neat and clean.

**C. Effective Leadership & Clear Vision, Mission & Goals**

**D. Effective Communication with Stakeholders**

- D1. Teachers were clear & specific about what they wanted to learn.
- D2. Teachers kept me informed about how I was doing.
- D3. I understand the rules for appropriate behavior in my school.

**E. Focus on Academics/Preparation for Next Level (including homework issues)**

- E1. Teachers emphasized work habits such as completing assignments.
- E2. Teachers challenged me to put forth my best effort.
- E3. I could get help when I needed it from adults.
- E4. I feel I was academically prepared for going on to the next grade.
- E5. Teachers helped me to learn.
- E6. I am satisfied with the quality of my schoolwork.

**F. Satisfactory Behavior & Safe Environment**

- F1. Students treated others students with respect.
- F2. The rules in my school were fair for all students.
- F3. My school was safe and secure.
- F4. I could get help when I needed it from adults.

**G. Fiscal Responsibility (including adequate resources and efficient use of resources)**

- G1. My school's technology met my needs.

**H. Respect, Morale, Feel Valued & Supported**

- H1. Teachers cared about me.

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- H2. Teachers treated students with respect.
- H3. Teachers helped me to learn.
- H4. Adults in my school care about me.

**I. Collaboration & Teamwork**

Staff Survey

**A. Overall Satisfaction with School & Educational System**

- A1. The focus of the school is *learning for all*.
- A2. This school promotes an academic learning climate by establishing high expectations for *all* students.
- A3. *All* staff members hold high expectations for themselves.
- A4. Students are given the time, help and encouragement necessary to learn.
- A5. I feel like I belong at this school.
- A6. I feel that staff cares about me.
- A7. I feel that learning can be fun.
- A8. I feel that learning is fun at this school.
- A9. I feel recognized for good work.
- A10. I feel intrinsically rewarded for doing my job well.

**B. Welcoming environment & Climate (including building cleanliness)**

- B1. Prompt attention is given to needed repairs.
- B2. Facilities are kept clean.

**C. Effective Leadership & Clear Vision, Mission & Goals**

- C1. The principal is highly visible throughout the school.
- C2. The principal is a resource person to the staff.
- C3. The principal is a strong instructional leader.
- C4. The building principal supports his/her teachers.
- C5. The principal observes classroom instruction and provides appropriate feedback.
- C6. Leadership is distributed among many staff members.
- C7. Successful school practices which have been evaluated are presented to the staff for their consideration.

**D. Effective Communication with Stakeholders**

- D1. There is a high level of school and home cooperation.
- D2. Parents support the school's instructional efforts.
- D3. The school's homework policy is communicated effectively to parents.

**E. Focus on Academics/Preparation for Next Level (including homework issues)**

- E1. Students are taught how to evaluate their own performance.
- E2. Students are given the time, help and encouragement necessary to achieve desired performance levels.
- E3. Emphasis is placed on **learning** as a result of instruction.
- E4. The school's homework policy is communicated effectively to parents.
- E5. Teachers select materials and practices based upon student's instructional needs.
- E6. There is ongoing monitoring of the student rate of learning to ensure that progress occurs.

- E7. There is a building wide homework policy.
- E8. Students have the opportunity to relate learning across subjects through interdisciplinary learning experiences.
- E9. This school promotes an academic learning climate by establishing high expectations for *all* students.

**F. Satisfactory Behavior & Safe Environment**

- F1. Resolution of discipline issues involves administrators, teachers, students and parents.
- F2. Both students and staff respect individual differences.
- F3. There are clearly stated school rules defining expectations of student behavior.
- F4. Consistent discipline is applied equitably to *all* students by *all* staff members.
- F5. Student behavior contributes to a safe and orderly environment.
- F6. Everyone believes that school is a safe place for learning.
- F7. This building is a safe and secure place to work and learn.

**G. Fiscal Responsibility (including adequate resources and efficient use of resources)**

- G1. Available resources are utilized to maximize student learning.
- G2. Teachers are provided with a wide variety of instructional materials.

**H. Respect, Morale, Feel Valued & Supported**

- H1. Administrators protect staff from external forces that may reduce their commitment and limit their effectiveness.
- H2. Staff can earn recognition and rewards.
- H3. Students demonstrate respect for each other.
- H4. Staff demonstrates respect for each other.
- H5. I feel like I belong at this school.
- H6. I feel that staff cares about me.
- H7. I feel that learning can be fun.
- H8. I feel that learning is fun at this school.
- H9. I feel recognized for good work.
- H10. I feel intrinsically rewarded for doing my job well.

**I. Collaboration & Teamwork**

- I1. Staff members are encouraged to share ideas and to work together to improve the instructional program.
- I2. Grouping practices provide for teacher directed instruction for the whole class as well as for small group instruction.
- I3. Students work together to help each other learn.
- I4. Teachers and building administrators demonstrate collaborative behaviors in their professional working relationships.
- I5. Leadership is distributed among many staff members.

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Parent Survey

**A. Overall Satisfaction with School & Educational System**

A1. Students are given the time, help and encouragement necessary to learn.

**B. Welcoming environment & Climate (including building cleanliness)**

B1. Physical facilities are kept clean.

B2. The school building is clean and well-maintained.

B3. I am welcome in this school.

**C. Effective Leadership & Clear Vision, Mission & Goals**

C1. The Director is highly visible throughout the school.

C2. The Director is a strong instructional leader.

C3. My school has shared with me the building mission and goals for improvement.

**D. Effective Communication with Stakeholders**

D1. I was informed about events in a timely manner.

D2. I am provided sufficient information about my child's progress.

D3. I am able to communicate with my child's teachers.

D4. Teachers communicate frequently with me about my child's progress.

**E. Focus on Academics/Preparation for Next Level (including homework issues)**

E1. This school promotes an academic learning climate by establishing high expectations for *all* students.

E2. Homework assigned is appropriate and clear to students.

E3. Varied learning environments are provided to accommodate different students' needs.

E4. Teachers have high expectations for students.

**F. Satisfactory Behavior & Safe Environment**

F1. Student behavior contributes to a safe and orderly environment.

F2. There are clearly stated school rules defining expectations of student behavior.

F3. I believe the school rules and the disciplinary procedures are fair and effective.

**G. Fiscal Responsibility (including adequate resources and efficient use of resources)**

G1. The school appears well-organized and efficiently run.

G2. Students in the school have sufficient instructional materials.

**H. Respect, Morale, Feel Valued & Supported**

H1. I am welcome in this school.

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- H2. In this school, my opinions are valued.
- H3. An atmosphere of mutual respect exists among the administration, faculty, staff, students and parents.
- H4. Discipline and rules are applied to students fairly regardless of gender, ethnicity, economic status or disability.
- H5. My participation in this school is valued and encouraged.

**I. Collaboration & Teamwork**

- I1. The school promotes good parent-teacher communication.
- I2. Sufficient opportunities are available for parent involvement.
- I3. The school is supportive of parent concerns.



Community Survey

**A. Overall Satisfaction with School & Educational System**

- A1. The focus of the school is *learning for all*.
- A2. This school promotes an academic learning climate by establishing high expectations for *all* students.
- A3. *All* staff members hold high expectations for themselves.
- A4. Students are given the time, help and encouragement necessary to learn.
- A5. I feel like I feel like I am welcome at this school.
- A6. I fell the school welcomes my input and volunteerism.
- A7. I feel that staff cares about me.
- A8. I feel that learning can be fun.
- A9. I feel that learning is fun at this school.
- A10. I feel recognized for good work.

**B. Welcoming environment & Climate (including building cleanliness)**

- B1. Prompt attention is given to needed repairs.
- B2. Facilities are kept clean.
- B3. Prompt attention is given to community concerns.

**C. Effective Leadership & Clear Vision, Mission & Goals**

- C1. The principal is highly visible throughout the school.
- C2. The principal is a resource person to the staff.
- C3. The principal is a strong instructional leader.
- C4. The building principal supports his/her teachers.
- C5. The principal observes classroom instruction and provides appropriate feedback.
- C6. Leadership is distributed among many staff members.
- C7. Successful school practices which have been evaluated are presented to the staff for their consideration.

**D. Effective Communication with Stakeholders**

- D1. There is a high level of school, home, and community cooperation.
- D2. The community supports the school's instructional efforts.
- D3. The school's mission and instructional programs are communicated effectively to the larger community.

**E. Satisfactory Behavior & Safe Environment**

- F1. Students treat others students with respect.
- F2. The rules in the school were fair for all students.
- F3. The school was safe and secure.
- F4. I could get help when I needed it from faculty and staff.

**F. Fiscal Responsibility (including adequate resources and efficient use of resources)**

G1. The school's technology meets my needs.

**G. Collaboration & Teamwork**

- I1. Staff members are encouraged to share ideas and to work together to improve the instructional program and utilize community members to improve classes.
- I2. Grouping practices provide for teacher directed instruction for the whole class as well as for small group instruction.
- I3. Students work together to help each other learn.
- I4. Teachers and building administrators demonstrate collaborative behaviors in their professional working relationships.
- I5. Leadership is distributed among many staff members.

Appendix N – Student Discipline Policy

**PURPOSE**

Chief Tahgee Elementary Academy has established the following comprehensive discipline policy and procedures as required by Idaho Codes 33-5205 (3)(j) and 33-205. The disciplinary actions may be taken by the Director of School Programs (Director) or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily conclusive nor sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance.

**DUE PROCESS**

As delineated by Federal Regulations and Idaho Code, all disciplinary action will be addressed according to reasonable due process rights of all parties involved.

**DISCIPLINE TIER I – CONTACT, CONFERENCE AND GUIDANCE**

The first step in the disciplinary process can include one or more of the actions listed below as deemed appropriate by the principle or designee thereof.

- **Conference/Contact with Parents.** The Director or designee will arrange a meeting or telephone conversation with the student's parent(s) or legal guardian and/or school personnel to discuss the student's behavior or learning process. Chief Tahgee Elementary Academy will seek the assistance of the student's parent(s) or legal guardian(s) in helping the student.
- **Contact with Student.** The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management.
- **Detention.** The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
- **Guidance.** The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
- **Rearrangement of School Schedule.** The Director or designee may assign a student a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner.
- **Restriction of Free Time and/or Extracurricular Activities.** The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- **School Clean-up.** The Director or designee may require a student to clean up certain areas of the school.

**DISCIPLINE TIER II - SUSPENSION**

Students who cannot abide by school regulations and policies of CTEA, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time. As per Idaho code, Section 33-205, the following limitations will apply to all suspensions:

- ***In-school Suspension.*** In-school suspension is defined as temporary removal from a class or activity.
  - Removal of student from class or classes and temporary placement in a more restrictive in-school location.
  - Suspension from a class may be initiated by the classroom teacher or other member of the faculty with concurrence of the principal. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.
  - Suspension from one or more classes may be initiated by the Director provided that verbal and written notification is given to the parents or legal guardians in a timely fashion.
  - Students will be given credit for assignments completed during supervised in-school suspension.
  
- ***Friday School.*** Friday School is defined as in-school suspension. It is a supervised study session held on Fridays as an alternative to out-of-school suspension.
  - Friday School suspension may be initiated by the classroom teacher or other faculty member with concurrence of the Director. Verbal and written notification to parents or legal guardian will be provided by the Director or designee.
  - Friday School suspension from one or more classes may be initiated by the Director or principal provided that verbal and written notification is given to the parents, legal guardians, or acting custodians in a timely fashion.
  - Students will be given credit for assignments completed during supervised Friday School suspensions.
  
- ***Out-of-school Suspension.*** Out-of-school suspension is defined as temporary removal from the school premises.
  - No student will be suspended from a school by a school administrator for more than five (5) consecutive days for each offense.
  - School administrators may suspend students for up to five (5) days, and Boards of Trustees may suspend students for up to seven (7) calendar days.
  - Students may not be allowed make-up privileges for assignments missed as a result of being suspended out-of-school.

### **DISCIPLINE TIER III - EXPULSION**

- Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.
  
- All expulsions are under the jurisdiction of the Board of Trustees and will be governed in accordance with the "Due Process" procedures. Any decision by the Board of Trustees regarding an expulsion will require that 1) a quorum of the Board be present and 2) such decision be made by vote that constitute a majority of those voting.

**April 5, 2012**

**READMISSION**

Readmission of any student suspended or expelled, or admission of any student who has been denied admission due to expulsion from another school will be governed by Section 33-205, Idaho Code. Student who have been expelled from the CTEA will be eligible for readmission after (1) year, 12 calendar months.

**ANNUAL REVIEW**

The Board will review this policy annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix O – Student Due Process Policy

**PURPOSE**

The Board of Trustees believes that all individuals have afforded rights to due process as guaranteed under the Constitution. Consequently, this policy for due process shall guide the actions of the Board, administration, and staff.

**PROCEDURES**

When an incident of misconduct occurs, a student shall be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

**RIGHT TO APPEAL**

The following shall govern the right to appeal:

1. Any appeal concerning a disciplinary action shall be scheduled for review within ten (10) school days from the receipt of such appeal. At the time of the hearing, the student, his/her parent or guardian, or his/her attorney shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as deemed reasonable. All hearings regarding disciplinary matters will be closed to the public unless mutually agreed by both parties.
2. Following the hearing, a report of findings will be made within ten (10) school days.
3. If necessary, a hearing may be rescheduled to hear arguments on the case. Such rescheduling is intended to accommodate schedule conflicts of legal counsel, parents and/or guardians, trustees, or school officials. In such an occurrence, the hearing shall be rescheduled within ten (10) school days or as mutually agreed by all parties.
4. The student being disciplined has the right to appeal any decision of a hearing to its next highest authority up to and including the Board of Trustees. During the appeal process, disciplinary action shall be suspended.
5. Any record of disciplinary proceedings of an exonerated student will be deleted from his/her school record.

Appendix P – Tobacco, Alcohol, and Substance Abuse Policy

**PURPOSE**

In accordance with Federal regulations established by the Drug Free Workplace Act of 1988, CTEA will comply with Idaho Code 33-210 and maintain a drug free environment. The Board is committed to providing a safe and secure learning environment, and will make all attempts to prevent or intervene in student use of drugs, alcohol, or tobacco.

**ANONIMITY**

This policy includes provisions for anonymity in that when a student or staff member voluntarily discloses use or being under the influence, information will be shared only on a “need to know” basis as provided in Idaho Code, Section 33-210.

**DISCOVERY AND INVESTIGATION**

It is the policy of CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law will immediately notify the appropriate administrator or designee of such suspicions. The administrator or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 1) Contacting the parents/guardians/acting custodians
- 2) Contacting law enforcement
- 3) Referral to school counselor
- 4) Referral to an outside agency for chemical dependency assessment
- 5) Suspension from school
- 6) Expulsion from school

**NOTIFICATION**

When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents, guardians, or acting custodians will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents, guardians, or acting custodians and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.

**DISCIPLINARY PROCEDURES**

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, CTEA will comply with the procedures required by Idaho Code, Section 33-210 and school policy and procedures.

***First Offense for Use or Possession***

- 1) Contact the parents/guardians/acting custodians.
- 2) Law enforcement may be contacted.
- 3) Referral to school counselor
- 4) Suspension from school as determined appropriate by the Director or designee.



***Second Offense for Use or Possession***

- 1) Contact the parents/guardians/acting custodians.
- 2) Law enforcement may be contacted.
- 3) Referral to school counselor.
- 4) Referral to an outside agency for chemical dependency assessment and treatment.
- 5) Suspension from school for five (5) days.
- 6) School Board may be petitioned for expulsion of student.

***Third Offense for Use or Possession***

- 1) Contact the parents/guardians/acting custodians.
- 2) Law enforcement will be contacted.
- 3) Suspension from school.
- 4) School Board will be petitioned for expulsion of student.

***First Offense for Trafficking***

- 1) Law enforcement agency will be contacted.
- 2) Parents/guardians/acting custodians will be contacted.
- 3) Student will be suspended.
- 4) School Board will be petitioned for expulsion.

**INTERROGATION**

The Board authorizes the Director or designee to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances. Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the Director. Officials representing the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. No administrator will grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others, as may be required by court order, or as authorized by a parent, guardian, or acting custodian of the student in advance of the interview.

**DUE PROCESS**

As delineated by Federal Regulations and Idaho Code §§33-205, all disciplinary action will be addressed according to reasonable due process rights of all parties involved. All students will be accorded rights as guaranteed under the constitution. When an incident of misconduct occurs, a student will be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

**ANNUAL REVIEW**

The Board will review this policy annually and make a good faith effort to continue to maintain a tobacco, alcohol, and controlled substance free school through implementation of the above policy.

Appendix Q – Drug and Alcohol Free Zone Policy

**PURPOSE**

The abuse of alcohol and/or drugs is a serious threat to Chief Tahgee Elementary Academy, its employees, and the students. The Board of Trustees realizes that the Director of School Programs (Director) and staff are equally responsible for maintaining a safe and healthy working and learning environment. For that reason, and in compliance with the Federal Regulations established by the Drug Free Workplace Act of 1988, the Board has adopted the following policy prohibiting employees and visitors from manufacturing, purchasing, consuming, possessing, and/or trafficking drugs or alcohol on school premises or CTEA sponsored events regardless of the location.

**NOTIFICATION**

The Director or designee will provide every employee with a copy of the Drug and Alcohol Free Zone Policy. The Director or designee will notify every employee that, as a condition of employment, the employee will abide by the terms of the policy and notify the school of any criminal drug and/or alcohol conviction for a violation occurring in the workplace no later than five (5) days after the conviction. The Director or designee will notify the Federal Agency with whom a contract has been entered into within ten (10) days after receiving notice of conviction from an employee.

**AWARENESS PROGRAM**

Chief Tahgee Elementary Academy will establish a tobacco, alcohol, and drug free awareness program to inform employees and students about the dangers of abuse, the policy regarding maintenance of a drug and alcohol free workplace, available drug and alcohol abuse counseling, rehabilitation, and assistance programs, the penalties which may be imposed upon students and employees for drug and alcohol abuse violations occurring at school, and the policy regarding testing.

**POLICY**

- 1) It is unlawful for any employee or visitor to manufacture, distribute, dispense, possesses or use a controlled substance on school premises or school sponsored events regardless of the location.
- 2) The possession, consumption, or sale of alcohol or drugs on district premises or while on district business is prohibited. (District property includes all facilities, offices, buildings, equipment, automobiles, trucks, vehicles and parking areas, whether owned, leased, used, or under the control of the district.)
- 3) Employees who report to work under the influence of alcohol and/or drugs will not be allowed to go to their respective workstations or drive themselves home.

**DISCIPLINE PROCEDURES**

- 1) Reasonable accommodation will be offered to employees and visitors who admit to an alcohol or drug problem.
- 2) Employees under the influence of alcohol and/or a controlled substance which impairs judgment, performance, or behavior while on district premises or on district business will be subject to discipline, up to and including discharge. (“Under the Influence” means being unable to perform work in a safe and productive manner or being in a physical or mental condition that creates a risk to the safety and well-being of the individual, students, employees, the public or district property.)
- 3) Any employee found in violation of such prohibitions will be placed on probation and required to complete an established drug or alcohol abuse assistance and/or rehabilitation program or may, at the discretion of the Board of Trustees, be dismissed. Employees who enter an alcohol or drug

treatment program as a condition of continued employment will be required to sign a rehabilitation agreement. If an employee drops out of the program or fails to meet any terms of the rehabilitation agreement, he/she will be subject to immediate discipline up to and including termination.

- 4) The district may discipline, discharge, or deny employment to employees whose use of alcohol adversely affects job performance or conduct to the extent that the employees are not qualified to perform the essential functions of their jobs.
- 5) Chief Tahgee Elementary Academy will take appropriate action within thirty (30) days against any employee convicted of a criminal drug and/or alcohol violation occurring in the workplace up to and including termination, or require the employee to participate satisfactorily in a drug and/or alcohol abuse assistance or rehabilitation program approved for such purposes by a tribal, federal, state, or local health agency, law enforcement agency, or other appropriate agency.
- 6) Any visitor found in violation of this policy may be prohibited from entering school premises or from attending school sponsored activities, regardless of the location. Law enforcement may be contacted depending on the severity of the situation.

### **DRUG AND ALCOHOL TESTING**

The Board of CTEA reserves the right to require any employee suspected of alcohol and/or drug abuse to undergo testing. Employees who refuse to be tested will be subject to discipline, up to and including termination. Any employee involved in an accident in a school vehicle or while using other school machinery must undergo an immediate test. Refusal to do so under those conditions may constitute grounds for discharge.

Bus drivers will be subject to mandatory testing in compliance with the regulations of the Department of Transportation (DOT) Controlled Substances and Alcohol Use and Testing as contained in 49 CFR Part 382.

### **ANNUAL REVIEW**

The Board will review this policy annually and make a good faith effort to continue to maintain a Drug and Alcohol Free Zone through implementation of the above policy.

Appendix R – Personnel Due Process Policy

**PURPOSE**

The Board believes that all individuals have afforded rights to due process as guaranteed under the Constitution. Consequently, this policy for due process shall guide the actions of the Board, administration, and staff.

**PROCEDURES**

When an incident of misconduct occurs, an employee shall be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. The Director of School Programs (Director) must give each employee the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to termination of employment. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

**RIGHT TO APPEAL**

The following shall govern the right to appeal:

1. Any appeal concerning a disciplinary action shall be scheduled for review within ten (10) school days from the receipt of such appeal. At the time of the hearing, the employee or his/her attorney shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as deemed reasonable. All hearings regarding disciplinary matters will be closed to the public unless mutually agreed by both parties.
2. Following the hearing, a report of findings will be made within ten (10) school days.
3. If necessary, a hearing may be rescheduled to hear arguments on the case, Such rescheduling is intended to accommodate schedule conflicts of legal counsel, employees, trustees, or school officials. In such an occurrence, the hearing shall be rescheduled within ten (10) school days or as mutually agreed by all parties.
4. The employee being disciplined has the right to appeal any decision of a hearing to its next highest authority up to and including the Board of Trustees. During the appeal process, disciplinary action shall be suspended.
5. Any record of disciplinary proceedings of an exonerated employee will be deleted from his/her record.

Appendix S – Weapons Policy

**PURPOSE**

The CTEA Board of Trustees is committed to creating a safe and secure environment for all students, staff and visitors. Although no absolute guarantee of eliminating all threats to individual safety can be assured, the Board directs the Director of School Programs (Director) to reduce and minimize safety risks through the implementation of appropriate policies and procedures designed for this purpose.

**DEFINITIONS**

*No Tolerance* - In regard to this policy, “no tolerance” indicates that consequences will occur commensurate with the seriousness of each situation and the circumstances thereof.

*Weapons* – Weapons include razor blades, knives, firearms, explosives, dangerous instruments, destructive devices, devices that look like weapons, or any other device that may be considered a dangerous instrument when used in a threatening manner.

*Possession* – Possession means on the physical person, in a vehicle, parking area, bus, facilities, school grounds, location of any school sponsored activity, purse, handbag, backpack, locker, or in another hidden location.

**AUTHORITY**

When not explicitly delineated by federal and state law, the Director or designee has the authority to determine the extent of the threat and/or the disruptiveness to the health, safety, and/or educational process of other individuals in each particular situation.

The Director or designee of the building where the offense occurred will hold a due process hearing within five (5) days of the incident and make a written recommendation to the Board of Trustees. If petitioned for expulsion, the Board will hold such hearing at its next regularly scheduled meeting, or at a special meeting, if the Board deems necessary.

Under special circumstances, the Director or designee may give permission to a student to bring a weapon to school for educational purposes. Under no circumstances are firearms or destructive devices to be allowed at school. In granting such permission, the Director or designee will consider the purpose for bringing the weapon, the degree of supervision, the student’s age, and other safety issues.

The Director is required to distribute a disclosure statement regarding this policy that must be signed by the parents/guardians when the student registers for the beginning of each school year.

**POSSESSION, THREATS, OR USE**

The Board of Trustees has no tolerance for any student who possesses threatens, or uses, or assists another in the possession, threat, or use of, any form of weapon as delineated in the Definitions section of this policy, whether on school premises, buses, or school sponsored events.

*Firearms and Destructive Devices*

According to federal law, any student who is determined to have used, brought, or have in possession a firearm or destructive device as defined under Possession in the Definitions section of this policy, will be immediately suspended, referred to the appropriate law enforcement agency, and, following due process, be expelled from school for a period of not less than one (1) year, twelve (12) calendar months. The Board may modify the expulsion order on a case by case basis.

***Other Devices***

Other than for firearms and destructive devices, when the use, threat of use, or possession of weapons as defined under Possession in the Definitions section of this policy, the student may be immediately referred to law enforcement, may be suspended, and ultimately expelled as outline in the school's Discipline Policy and Charter.

***Students with Disabilities***

As outlined in the Students with Disabilities – Discipline Policy and CTEA's Charter, students with disabilities will be disciplined according to the Individuals with Disabilities Education Act (IDEA), its subsequent amendments, and Section 504 of the 1973 Rehabilitation Act.

**READMISSION**

Any student expelled under the guidelines of federal law and this policy may not apply for readmission for one (1) year, twelve (12) months from the date of expulsion. If readmission is granted after proper application, it will not occur until the start of the next grading term following approval of readmission.

**ENROLLMENT OF TRANSFER STUDENTS**

It is the policy of the Board of Trustees that no student who has been expelled, or threatened with expulsion, by any other school district may enroll in the school until such time as the penalty has expired. Generally, this will be a period of (1) year, twelve (12) calendar months.

**ANNUAL REVIEW**

The Board will review this policy annually and make a good faith effort to continue to maintain a safe and secure environment free from weapons through implementation of the above policy.

Appendix T – Search and Seizure Policy

**PURPOSE**

In order to promote the safety and security of all students, staff, and employees and sustain a quality education environment, the Board reserves the right to search all school property under its direct jurisdiction and exclusive control. Said property includes, but is not limited to, buildings, equipment, buses, grounds, and other physical settings.

**AUTHORITY**

It is the policy of the Board that members of the administrative staff have the authority to search, in a fair and unbiased method, the student lockers and all other school property over which the school district has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school district expense.

**DETECTION DOG USE**

The Board authorizes the Director or designee to use detection dogs affiliated with law enforcement when warranted and within the limits of this policy. Detection dogs may be employed as a planned deterrent and detection program, a search based on reasonable suspicion or probable cause, or as an educational demonstration. Detection dogs may be used on any school premises including buildings, facilities, grounds, school buses, student parking lots, and other properties owned or leased by ISI. When used for a general deterrent and detection program the Director or designee must notify all affected groups and provide a plan that designates the nature of the contraband sought, method employed to ensure random selection, and the possible locations to be searched.



Appendix U – Student Violence Prevention Policy

**PURPOSE**

The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, hazing, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-, bullying-, intimidation-, hazing-, and harassment-free learning environment. No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

The Board authorizes the Director to provide education to its students in order to maintain an environment that is positive and is respectful of every individual. Violence, bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school.

**DEFINITIONS**

***Bullying***

Bullying is the repeated aggressive behavior or frightening of others with an apparent intent to dominate. Bullying may include, but not be limited to physical (hitting, pushing, or attacks on property); verbal (name-calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

***Cyber bullying***

Cyber bullying is an aggressive, intentional act carried out by an individual or group using electronic forms of contact. These include but are not limited to:

- 1) Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- 2) Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- 3) Phone call bullying via mobile phone uses silent calls or abusive messages.
- 4) Email bullying uses email to send bullying or threatening messages.
- 5) Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- 6) Bullying through instant messaging (IM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
- 7) Bullying via websites includes the use of defamatory blogs (web blogs), personal websites and online personal polling sites.

***Intimidation***

Intimidation includes all attempts to frighten another into submission, compliance, or acquiescence for any reason.

***Hazing***

Hazing means to subject a person to bodily danger, physical harm, severe emotional harm, extreme embarrassment or personal degradation; to subject a person to the likelihood of any of the above; or to require, encourage, authorize or permit that the person be subjected to any of the following:

- 1) total or substantial nudity on the part of the person;
- 2) compelled ingestion of any substance by the person;
- 3) wearing or carrying of any obscene or physically burdensome article by the person;
- 4) physical assaults upon or offensive physical contact with the person;
- 5) participation by the person in boxing matches, excessive number of calisthenics, or other physical contests;
- 6) transportation and abandonment of the person;
- 7) confinement of the person to unreasonably small, unventilated, unsanitary or unlighted areas;
- 8) sleep deprivation; or
- 9) assignment of pranks to be performed by the person.

The term hazing, as defined in this section does not include customary athletic event/activity or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiation into or affiliation with any group or organization. For the purposes of this definition, any activity described in this definition will be presumed to be “forced” activity, the willingness of an individual to participate in such activity notwithstanding.

***Harassment***

Harassment does not have a set definition. Generally, harassing behavior is that which is personally offensive and socially unacceptable. Harassing behavior may be verbal or physical, and it may occur on campus or while not at school or not under the supervision of a school authority if it endangers the property, health, or safety of others. Mere social pleasantries or casual compliments should not constitute sexual harassment.

Harassment may occur between parties **or** the same or different gender. Offenders may be (but are not limited to) fellow students, teachers, coaches, volunteers, supervisors, support staff, or even third parties.

In general, harassment may include, but is not limited to, unwelcome conduct (verbal or physical), actions, words, jokes, or comments outlined in Board policy. Sexual harassment may include, but is not limited to, the following:

- 1) unsolicited verbal sexual comments and gestures;
- 2) subtle pressure for sexual activity;
- 3) repeated offensive sexual flirtations, advances or propositions;
- 4) sexist remarks about a person’s body or sexual activities;
- 5) sexually oriented jokes, stories and materials (calendars, posters, cartoons, magazines);
- 6) demanding sexual favors accompanied by implied or overt threats concerning ones’ employment;
- 7) patting, pinching, or unnecessary touching; and/or
- 8) attempted or actual physical assault.

Harassment on any basis exists whenever:

- 1) Submission to harassing conduct is made, explicitly or implicitly, a term or condition of an individual’s education; and

- 2) Submission to or rejection of such conduct is used as a basis for scholastic achievement, co-curricular or extra-curricular decision; or
- 3) The harassing behavior interferes with a student's school performance or creates an intimidating, hostile or offensive work or learning environment.

### **COMPLAINT PROCEDURES**

Students are encouraged to tell his/her offender(s) that they find the conduct offensive and that they want it to stop. Failing informal resolution, or if the student is not comfortable confronting his/her harasser, any student who believes he or she is being bullied, hazed, intimidated and/or harassed, or any student who becomes aware of any such forms of harassment, should promptly notify the administrator or designee.

Chief Tahgee Elementary Academy has developed a complaint form, which should be filled out by the Complainant during the complaint process as soon as practicable after the complaint is made. Students are encouraged to report any form of bullying, intimidation hazing and/or harassment even if the form is not immediately available to them.

### **INVESTIGATION**

Upon being notified about alleged offence, CTEA will implement a thorough, impartial and prompt investigation of the complaint not to exceed five (5) days of the event. Confidentiality of individuals who report or participate in the investigation of alleged violence, bullying, hazing, and/or harassment will be protected to the extent possible, provided such confidentiality does not interfere with the school's ability to investigate or take corrective action. In the case of bullying, intimidation, hazing, and/or harassment of or by another student, employee, or visitor, the parents or guardians will be contacted to inform them of the complaint and process involved. The appropriate law enforcement agency will be contacted by school officials if the alleged bullying, intimidation, hazing, and/or harassment constitutes a violation of criminal law. Both parties to the complaint (and the parents/guardians of a student) will be notified regularly as to the disposition of the investigation.

### **CONFIDENTIALITY**

Because of the possible sensitive nature of the allegations, any investigation for violations of this policy will be conducted, to the extent possible and within legal constraints, to protect the privacy of the complainant, victim and the accused. In instances where the allegation involves suspected child abuse, harm to self or harm to others, the Director or designee must report the case to the proper authorities as required by law.

### **INSUFFICIENT EVIDENCE**

If there is insufficient evidence to support the allegations, no report of the allegation will be placed in an accused or complaining employee's personnel record or in an accused or complaining student's permanent record.

### **FALSE ACCUSATIONS**

If the investigation discloses that the complaining individual knowingly or in a malicious manner falsely accused another of bullying, hazing, or harassment, the complaining individual may be subject to disciplinary action as stated above.

### **DISCIPLINARY ACTION**

The Board views violence, bullying, hazing, harassment and/or retaliation to be among the most serious breaches of behavior. Consequently, appropriate discipline for such behaviors, ranging from

warning/remedial action up to expulsion, may be imposed. Discipline may be imposed against a Complainant if CTEA discovers that a Complainant has knowingly made a false complaint, ranging from warning/remedial action up to expulsion. Discipline will be appropriate to the offense, age and status of the individual following the guidelines of the Student Discipline Policy. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

### **RETALIATION**

The Board expressly prohibits retaliation against a student bringing a violence, bullying, hazing, and/or harassment complaint or assisting in the investigation of such a complaint. Such students may suffer adverse actions based upon their involvement in the complaint process. If any individual believes that he or she is being retaliated against for pursuing a claim, for assisting with the investigation of a complaint, or for opposing discrimination in the school, that individual should immediately file a written complaint.

### **POLICY DISSEMINATION**

Every student and the student's parent/guardian will receive a copy of the Violence Prevention Policy and guidelines each year. The Director will ensure that all schools have an on-going educational program to create awareness, understanding and prevention of violence, bullying, hazing, and harassment in the learning environment.

### **INVESTIGATION PROCEDURES**

The following is intended as a guideline for conducting a harassment complaint investigation:

- 1) Review policy
- 2) Obtain a written complaint to serve as the basis of an investigation.
- 3) Gather facts and elicit specific details regarding the alleged violence, bullying, hazing, and/or harassment.
  - Type and frequency of the conduct.
  - What was said or done.
  - Where it occurred.
  - Where the complainant was touched, if applicable.
  - The dates the conduct occurred.
  - Time period over which the conduct occurred.
  - Whether there was a pattern of previous episodes.
  - Is the complainant aware of similar behavior by the accused toward other employees.
  - Location of the event.
  - Context of the event.
- 4) Obtain statements from witnesses that support or deny any of the complainant's allegations.
- 5) Notify witnesses about retaliation protections in your policy and in state and federal law.
- 6) Keep the investigation and facts confidential.
- 7) Restate your policy on retaliation. Notify the complainant to inform you if any retaliation occurs.

### **POST-INVESTIGATION PROCEDURES**

The investigating administrator will 1) prepare a written report, 2) prepare a recommendation for resolution of the dispute, and 3) notify both parties and their parents/guardians of the resolution of the matter.

### **ANNUAL REVIEW**

The Board will review this policy and annually and make a good faith effort to continue to maintain a safe and secure school.

Appendix V – Employee and Public Violence Prevention Policy

**PURPOSE**

The Board is committed to maintaining a learning environment which is free from violence of any kind, including but not limited to bullying, intimidation, and harassment. The Board, its employees, students, and people within school communities all have an obligation to promote, monitor, and maintain a violence-free learning and working environment. No violence and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed.

The Board authorizes the Director to provide education to its employees in order to maintain an environment that is positive and is respectful of every individual. Bullying, intimidation, and harassment in the working and learning environment is not acceptable under any circumstances, and any employee or visitor who violates this policy may be subject to remedial or disciplinary action, up to and including termination of employment.

**DEFINITIONS**

***Bullying***

Bullying is the repeated aggressive behavior or frightening of others with an apparent intent to dominate. Bullying may include, but not be limited to physical (hitting, pushing, or attacks on property); verbal (name-calling, obscene gestures, malicious teasing, or electronic threats); or indirect attacks (intentional exclusion from groups, anonymous hurtful notes, or spreading false rumors). Bullying often occurs without apparent provocation. Bullying is not playful teasing between relatively equal individuals.

***Cyber bullying***

Cyber bullying is an aggressive, intentional act carried out by an individual or group using electronic forms of contact. These include but are not limited to:

- 8) Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- 9) Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- 10) Phone call bullying via mobile phone uses silent calls or abusive messages.
- 11) Email bullying uses email to send bullying or threatening messages.
- 12) Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- 13) Bullying through instant messaging (IM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
- 14) Bullying via websites includes the use of defamatory blogs (web blogs), personal websites and online personal polling sites.

***Intimidation***

Intimidation includes all attempts to frighten another into submission, compliance, or acquiescence for any reason

***Harassment***

Harassment does not have a set definition. Generally, harassing behavior is that which is personally offensive and socially unacceptable. Harassing behavior may be verbal or physical, and it may occur on campus or while not at school or not under the supervision of a school authority if it endangers the property, health, or safety of others. Mere social pleasantries or casual compliments should not constitute sexual harassment.

Harassment may occur between parties of the same or different gender. Offenders may be (but are not limited to) fellow teachers, students, coaches, volunteers, supervisors, support staff, or even third parties.

In general, harassment may include, but is not limited to, unwelcome conduct (verbal or physical), actions, words, jokes, or comments based on an individual's protected status as outlined in Board policy. Sexual harassment may include, but is not limited to, the following:

- 9) Unsolicited verbal sexual comments and gestures;
- 10) Subtle pressure for sexual activity;
- 11) Repeated offensive sexual flirtations, advances or propositions;
- 12) Sexist remarks about a person's body or sexual activities;
- 13) Sexually oriented jokes, stories and materials (calendars, posters, cartoons, magazines);
- 14) Demanding sexual favors accompanied by implied or overt threats concerning one's employment;
- 15) Patting, pinching, or unnecessary touching; and/or
- 16) Attempted or actual physical assault.

Harassment on any basis (based on any protected status) exists whenever:

- 4) Submission to harassing conduct is made, explicitly or implicitly, a term or condition of employment; and
- 5) Submission to or rejection of such conduct is used as a basis for employment or advancement; or
- 6) The harassing behavior interferes with an employee's performance or creates an intimidating, hostile or offensive work or learning environment.

### **COMPLAINT PROCEDURES**

Employees and visitors are encouraged to tell his/her offender(s) that they find the conduct offensive and that they want it to stop. Failing informal resolution, or if the employee or visitor is not comfortable confronting his/her harasser, any employee who believes he or she is being bullied, intimidated, and/or harassed, or any employee who becomes aware of such forms of harassment, should promptly notify the administrator or designee.

Chief Tahgee Elementary Academy has developed a complaint form, which should be filled out by the Complainant during the complaint process as soon as practicable after the complaint is made. Employees are encouraged to report violence and/or harassment even if the form is not immediately available to them.

### **INVESTIGATION**

Upon being notified about alleged violence and/or harassment, the school will implement a thorough, impartial and prompt investigation of the complaint not to exceed five (5) days of the event. Confidentiality of individuals who report or participate in the investigation of alleged violence and/or harassment will be protected to the extent possible, provided such confidentiality does not interfere with the school's ability to investigate or take corrective action. The appropriate law enforcement agency will be contacted by school officials if the alleged violence and/or harassment constitutes a violation of

criminal law. Both parties to the complaint will be notified regularly as to the disposition of the investigation.

**CONFIDENTIALITY**

Because of the possible sensitive nature of the allegations, any investigation for violations of this policy will be conducted, to the extent possible and within legal constraints, to protect the privacy of the complainant, victim and the accused. In instances where the allegation involves suspected child abuse, harm to self or harm to others, the Director or designee must report the case to the proper authorities as required by law.

**INSUFFICIENT EVIDENCE**

If there is insufficient evidence to support the allegations, no report of the allegation will be placed in an accused or complaining employee's personnel record or in an accused or complaining student's permanent record.

**FALSE ACCUSATIONS**

If the investigation discloses that the complaining individual knowingly or in a malicious manner falsely accused another of bullying, hazing, or harassment, the complaining individual may be subject to disciplinary action as stated above.

**DISCIPLINARY ACTION**

The Board views violence, bullying, intimidation, harassment, and/or retaliation to be among the most serious breaches of behavior. Consequently, appropriate discipline for such behaviors, ranging from warning/remedial action, removal from school premises, and up to termination may be imposed. Discipline may be imposed against a Complainant if the school discovers that a Complainant has knowingly made a false complaint of bullying, intimidation, and/or harassment, ranging from warning/remedial action, removal from school premises, up to termination. Discipline will be appropriate to the offense, age and status of the individual. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

**RETALIATION**

The Board expressly prohibits retaliation against an employee or visitor from bringing a bullying, intimidation, and/or harassment complaint or assisting in the investigation of such a complaint. Such employees or visitors may suffer adverse actions based upon their involvement in the complaint process. If any individual believes that he or she is being retaliated against for pursuing a claim of violence and/or harassment, for assisting with the investigation of a harassment complaint, or for opposing discrimination in the school, that individual should immediately file a written complaint.

**POLICY DISSEMINATION**

Every employee will receive a copy of the Employee & Public Violence Prevention Policy and guidelines each year. The District will ensure that all schools have an on-going educational program to create awareness, understanding and prevention of violence and harassment in the working and learning environments.

**INVESTIGATION PROCEDURES**

The following is intended as a guideline for conducting a harassment complaint investigation:

- 8) Review policy
- 9) Obtain a written complaint to serve as the basis of an investigation.



- 10) Gather facts and elicit specific details regarding the alleged bullying, intimidation, and/or harassment.
  - type and frequency of the conduct
  - what was said or done
  - where it occurred
  - where the complainant was touched, if applicable
  - the dates the conduct occurred
  - time period over which the conduct occurred
  - whether there was a pattern of previous episodes
  - is the complainant aware of similar behavior by the accused toward other employees
  - location of the harassment
  - context of the harassment
- 11) Obtain statements from witnesses that support or deny any of the complainant's allegations.
- 12) Notify witnesses about retaliation protections in your policy and in state and federal law.
- 13) Keep the investigation and facts confidential.
- 14) Restate your policy on retaliation. Notify the complainant to inform you if any retaliation occurs.

#### **POST-INVESTIGATION PROCEDURES**

The investigating administrator will 1) prepare a written report, 2) prepare a recommendation for resolution of the dispute, and 3) notify both parties of the resolution of the matter.

#### **ANNUAL REVIEW**

The Board will review this policy and annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix W – Suicide Prevention Policy

**PURPOSE**

Mental, emotional, and social well-being are foundations for building good health. These foundations include a sense of security, identity, belonging, purpose and competence in order to strive toward a healthy and productive life. Chief Tahgee Elementary Academy is concerned with the health and safety of all its students; consequently, in order to protect students from suicidal tendencies and in compliance with Idaho Code 08.02.03.160, the following policy has been established.

**PROCEDURES**

Chief Tahgee Elementary Academy will develop and annually review procedures that:

- 1) coordinate and maintain a school-based crisis team;
- 2) identify and respond to students at risk for suicide in a prescribed manner while keeping both the student and classmates safe;
- 3) set up pre-arranged building contact(s) for the preliminary assessment of the student;
- 4) refer students at risk to recognized mental health programs which may include emergency personnel (ambulance and/or police) and designate people who make calls to these agencies and to parent/guardians;
- 5) have a pre-determined documentation plan, which must include dates and times of parent/guardian contacts and their responses;
- 6) help students integrate safely back into the school setting when appropriate monitor the student after integration; and
- 7) provide school or staff support if needed

**SUICIDE CRISIS PLAN**

7.7.8.2.6 Any faculty member who has knowledge or suspects a student of suicidal tendencies will notify the school administrator or designee who will contact the parents, law enforcement, counselor, emergency medical professionals, and/or other crisis service providers.

7.7.8.2.7 The Director or designee will mobilize the school-based crisis team, establish communication with the parents or guardians to determine intervention steps, discuss how the school might be helpful and supportive to the students and family, and address how the family would like the situation announced at school.

7.7.8.2.8 With support from a community crisis service provider and in consultation with the family, the administrator or designee will inform the staff of the facts and help the staff address the reactions of other students and the family.

- 8) The Director or designee will then establish a plan for periodic contact with the student.
- 9) The Director or designee will make arrangements for all class work assignments to be completed at **come** and determine how to help the student complete his/her school requirements.

**ANNUAL REVIEW**

The policy and procedures surrounding suicide prevention and other health and safety policies will be reviewed annually.

Appendix X – Crisis Management Policy

**PURPOSE**

The Board of Trustees recognizes schools need to be prepared to handle a crisis involving a student, a staff member, or the entire school. While the CTEA’s main function is to educate, the safety of staff and student body is of paramount concern.

**PROCEDURES**

When a crisis occurs, the Board directs the school to follow the procedures outlined in the Crisis Management Handbook, including the following:

- 1) Ensure the safety and protection of the student(s)/staff.
- 2) Activate a crisis plan/crisis team.
- 3) Notify the Director and police, as appropriate.
- 4) Notify staff, students, and parents, as appropriate.
- 5) Provide immediate emotional support for student(s) and staff in a designated area.
- 6) Provide short term support for students or staff members needing further assistance for a period of time after the crisis.

**RESPONSIBILITIES**

The Board of Trustees further recognizes that trauma in the life of a staff member or student can create feelings which can impact the ability to teach or learn. A person (or persons) suffering from trauma, stress, abuse or depression cannot benefit fully from, or provide services to, the educational program, and that person may pose a threat to him/herself or others. All involved school personnel should be alert to the individual who exhibits signs of unusual depression or who threatens violence to self or others. Staff members should know how to contact the proper authorities or know how to refer to school personnel who can link individuals and their families to treatment programs in the community.

**CRISIS AWARENESS PROGRAM**

In order to help prevent suicide and other severe acts of violence, the Board directs that a Crisis Awareness Program be initiated in the school to include the following:

- 1) Implement a school-wide crisis plan.
- 2) Provide in-service education to increase staff awareness of the seriousness of trauma, crisis and their impact. This in-service will include warning signs, procedures for dealing with crisis, and how to help lessen impact on students/staff.
- 3) Establish procedures to help ease the impact of a crisis on the students, staff and the community.
- 4) Inform parents of the crisis procedures and how parents can assist.

**ANNUAL REVIEW**

The Board will review this policy and annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix Y – Building Safety Policy

**PURPOSE**

The safety of every student, employee, and visitors is a matter of the highest priority to the Board of Trustees, the administration, and teachers. In order to maximize learning opportunities, a safe and secure environment is critical. While the Board cannot guarantee elimination of all threats, the Board directs and supports the Director of School Programs (Director) in the implementation of policies and procedures which are designed to reduce and minimize safety risks.

**BACKGROUND CHECKS**

The Board understands that in order to serve and protect school students, employees, and the public that the school must employ ethical, effective, and efficient individuals. As required by Idaho Code Section 33-130, the Board authorizes the Director to require a criminal background check as a condition for employment. Also, the Board authorizes the Director to require a criminal background check for all volunteers who work unsupervised by an employee with any student. The Director is authorized to decline or terminate employment or volunteer service of an individual who has a criminal conviction, or fails to disclose a criminal conviction, deemed a threat to the security and safety of the students, staff, and visitors.

**REPORTING**

All conduct that may compromise the security and safety of the school, such as a crime or serious incident, must be reported to the Director or designee, as required by the Board. The Director or designee will investigate and analyze the situation in order to identify problem areas and develop the appropriate prevention and intervention measures, and if necessary, implement policies and/or procedures to continually improve the safety and security of the school. All suspected crimes will be reported to the appropriate law enforcement agency.

**EMERGENCY DRILLS AND RESPONSE PLANS**

The Board requires emergency drill exercises for natural disasters, fires, and bomb and weapons threats be planned by the Director, faculty, and staff to assure orderly movement and proper placement of students when emergencies arise. Any event which threatens the safety and security of students, employees, and visitors is considered an emergency. Fire drills are to be conducted once a month.

**STAFF TRAINING**

The Board requires that all staff receives training regarding this policy, emergency response, and first responder training. Certification of this training will be included in the employees' files.

**VISITOR IDENTIFICATION**

Chief Tahgee Elementary Academy welcomes and encourages participation by all parents, guardians, acting custodians, and other persons associated with school business to attend school activities and visit the school. In order to maintain a safe and secure environment and protect students from harm, all visitors are required to sign a log-in sheet and wear **and** identification badge during their visit. The Board requires that the Director ensure the posting of signs at each entry way in all building that instruct all visitors to report to the office during school hours. If an individual fails to comply with this directive, he/she may be asked to sign-in, asked to leave the premises, referred to law enforcement, and/or denied further access.

**FACILITIES SAFETY**

The Board requires the Director to provide for inspection of facilities in compliance with Idaho Code Section 39-4130 and assure compliance with all other state and federal safety and health requirements within the school. The Director will assure that all facilities have received fire marshal approval and been evaluated by a

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qualified structural engineer who has determined the facilities present no substantial safety hazard. Fire and safety officials using the same guidelines for all public schools will be employed to inspect the school.

The Director will assure that all facilities have received fire marshal approval, been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard. Fire and safety officials using the same guidelines for all public schools will be employed to inspect the school.

All school buildings, including portable or temporary buildings, will be designed and built in conformance with the current edition of the codes specified in the Idaho Building Code Act, Section 39-4109, Idaho Code, including, the National Electrical Code, Uniform Plumbing Code, and Idaho General Safety and Health Standards. All school buildings, including portable or temporary buildings, will meet other more stringent requirements established in applicable local building codes.

All hazards and conditions of disrepair will immediately be reported to the Director or designee. If hazards and disrepairs pose a significant threat to the security or safety of the students, staff, or visitors, the Director or designee will alter operations to eliminate the threat with as little disruption to the school program as possible. The Director will authorize immediate action to remedy or fix the hazard, disrepair, or threat.

**ANNUAL REVIEW**

The Board will review this policy annually and make a good faith effort to continue to maintain safe and secure buildings.

Appendix Z – Unsafe School Choice Option Policy

**PURPOSE**

The safety of every student, employee, and visitors is a matter of the highest priority to the Board of Trustees, the administration, and teachers. In order to maximize learning opportunities, a safe and secure environment is critical. While the Board cannot guarantee elimination of all threats, the Board directs and supports the administration in the implementation of policies and procedures which are designed to reduce and minimize safety risks.

**UNSAFE SCHOOL CHOICE OPTIONS**

In accordance with Federal and Idaho State Law, the Board will officially adhere to the guidelines outlined in the following:

The No Child Left Behind Act of 2001 (ESEA) provides, in part:

"TITLE IX, PART E, SUBPART 2, SEC. 9532. UNSAFE SCHOOL CHOICE OPTION."

"(a) UNSAFE SCHOOL CHOICE POLICY.--Each State receiving funds under this Act will establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."

"(b) CERTIFICATION.--As a condition of receiving funds under this Act, a State will certify in writing to the Secretary that the State is in compliance with this section." PL 107-110, 115 Stat. 1425, 1984-1985 (2002) (emphasis added).

**DEFINITIONS**

Pursuant to this Act, Idaho School of Innovation adopts this operational definition:

"Persistently dangerous public elementary school or secondary school" is defined in the context of the No Child Left Behind Act of 2001 (ESEA), an Idaho public elementary or secondary school, and to the Member of the school Board, is considered to be persistently dangerous if it meets the following criteria:

In each of three consecutive years, there is one instance of:

- 1) Homicide
- 2) Sexual offense
- 3) Kidnapping

or the school exceeds an expulsion or student conviction rate of:

- 1) 1% of the student body, or

- 2) 3 students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at school sponsored events while school is in session.

For the purpose of this definition, a "violent criminal offense" is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

The definitions of most violent offenses, such as homicide and rape, are commonly understood and do not need further clarification. Other terms, such as aggravated assault, aggravated battery, and robbery, are subject to individual state definitions and may be misapplied by those not familiar with their legal definitions. Therefore, for purposes of the Unsafe School Choice Options Policy, the following definitions taken from Idaho Code will apply:

**Aggravated Assault.** An aggravated assault is an assault with a deadly weapon or instrument, without the intent to kill, or an assault by any means or force likely to produce great bodily harm. Ref.: Idaho Code §§18-905.

**Aggravated Battery.** An aggravated battery is a battery in which a person:

- 1) causes great bodily harm, permanent disability or permanent disfigurement; or
- 2) uses a deadly weapon or instrument; or
- 3) uses any vitriol, corrosive acid, or a caustic chemical of any nature; or
- 4) uses any poison or other noxious or destructive substance or liquid; or
- 5) upon the person of a pregnant female, causes great bodily harm, permanent disability or permanent disfigurement to an embryo or fetus. Ref.: Idaho Code §§ 18-907

**Robbery.** Robbery is the felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear. Ref.: Idaho Code §§ 18-6501. Note: Robbery differs from theft because of the physical presence of the victim and the force or fear component involved in the perpetrator taking the property from the victim against his will.

**Homicide.** The unlawful killing of a human being.

- 1) **Threat of or Actual Physical Injury.** To express an intent, through word or action to inflict harm upon another's person, coupled with the apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent. Ref.: Idaho Code §§ 18-901.
- 2) **Aggravated Arson.** Burning or damaging by fire or explosion a structure or real or personal property, resulting directly or indirectly, in great bodily harm, permanent disability, permanent disfigurement or death of any person, regardless of intent or lack of intent to cause such harm. Ref.: Idaho Code §§18-805.
- 3) **Kidnapping-First Degree.** Any kidnapping committed for the purpose of: obtaining money, property or another thing of values for the return or disposition of such person, -raping, or committing the infamous crime against nature; -committing serious bodily injury

upon the person kidnapped; - committing any lewd and lascivious act upon any child under the age of sixteen. Ref.: Idaho Code §§18-4502.

- 4) **Stalking.** Any person who willfully, maliciously and repeatedly follows or harasses another person. Ref.: Idaho Code §§18-7905.
- 5) **Sex Offense**– Rape, crime against nature forcible sexual penetration by use of foreign object, sexual abuse of a child under the age of sixteen, ritualized abuse of a child, sexual exploitation of a child. Lewd conduct with a minor child under sixteen, or sexual battery of a minor child sixteen or seventeen years of age.

### **SCHOOL INTERVENTION ACTION PLAN**

If Idaho School of Innovation meets the criteria a second consecutive year the Board or designee will identify the problems and have implemented an intervention action plan to ensure a safe school environment for students, faculty, and other staff.

The intervention action plan will be based on an analysis of the problems faced by the school and address the issues that resulted in the school being identified as persistently dangerous. Some examples of intervention action include, but are not limited to, hiring additional personnel to supervise students in common areas, increased instructional activities in areas such as conflict resolution, working with law enforcement officials to identify and eliminate gang-related activities, in-service training of teachers and administrators concerning consistent enforcement of school discipline policies, and limiting access to campuses.

The intervention action plan will be submitted to the SDE for approval within thirty (30) school days of reaching the criteria in the second consecutive year. The Board will request the SDE provide technical assistance as the plan is implemented.

The Board of Trustees acknowledges that after three consecutive years of a persistently dangerous classification, ISI will take the following corrective actions:

- 1) Submit a corrective action plan for approval by the ACE and State Department of Education.
- 2) The Director or designee will notify the parents/guardian of each student attending the school the state has identified as persistently dangerous. Notification to parents will be within ten (10) school days from the time the school is notified by SDE that the school has been identified;
- 3) The Board will offer all students the opportunity to transfer to a safe public school. The offer to transfer students will occur within twenty (20) school days from the time that ISI has been notified by SDE that it has been identified as persistently dangerous. Idaho School of Innovation will explore all possible options to transfer students to a safe school, including but not limited to, local school districts, virtual school and/or other charter schools.
- 4) The Director will ensure the completion of the transfer(s) for those students who accept the offer. Transfer of students will occur within thirty (30) school days following parental notification.



- 5) Parental notification regarding the status of the school and the offer to transfer students may be made simultaneously.
- 6) In the case of transfers:
  - a) The Board will allow students to transfer to a school that is making adequate yearly progress and is not identified as being in need of school improvement, corrective action, or restructuring.
  - b) The transfers may be temporary or permanent, but must be in effect as long as the original school is identified as persistently dangerous.
  - c) When there is not another viable school for the individual student, the Board will explore other options, such as an agreement with a neighboring districts, virtual, and/or charter schools. (Idaho Code 33-1402 and 33-1404 Enrollment Options)

**SAFE SCHOOL OPTION FOR VICTIM(S)**

The Board of Trustees will provide safe school options to students who have been a victim of a violent criminal offense while in or on the grounds of a public school in session that the student attends:

- 1) Within ten (10) school days, offer an opportunity to transfer to a safe public school;
- 2) The Board of Trustees or designee will seek other appropriate options such as an agreement with a neighboring district, virtual school, and/or charter schools to accept the student (Idaho Code §§33-1402 and §§33-1404 Enrollment Options).

The Board of Trustees or designee will work with the local victim assistance programs to determine if they have services or funds available to help students in these circumstances.

Upon completion of a planned corrective action, ISI will make application to the SDE to have the school removed from the list of persistently dangerous schools.

Idaho School of Innovation will use the criteria contained in the definition of persistently dangerous schools ~~to~~ as a framework to determine whether the environment is safe enough to remain off of the persistently dangerous schools list

**Appendix AA – Building Wellness Policy**

**PURPOSE**

The Board recognizes the positive relationship between good nutrition and physical activity on our students' ability to reach their maximum potential in learning and life. Through the implementation of a coordinated approach to school health, the school will promote lifelong wellness to our students through education about healthy choices and behaviors in all school venues-the classroom, extracurricular activities, family events, the lunchroom, and the school environment as a whole.

**FOOD SERVICE**

Chief Tahgee Elementary Academy will take efforts to promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System (My Pyramid) such as fruits, vegetables, low-fat dairy foods and whole grain products. When applicable, school meals served will be consistent with the recommendations of the Dietary Guidelines for Americans and will meet, at a minimum, the nutrition requirements and regulations designated by the USDA Code of Federal Regulation for the USDA Food and Nutrition Services Child Nutrition Programs and all applicable state and local laws and regulations.

School meals will be served in clean, safe and pleasant settings with adequate time provided for students to eat, at a minimum, in accordance with state and federal standards and guidelines. The National Association of State Boards of Education recommends that students have adequate time to eat, relax, and socialize: at least 10 minutes after sitting down for breakfast and 20 minutes after sitting down for lunch.

All food service personnel will have adequate pre-service training and regularly participate in professional development activities that:

- 1) Provide strategies for providing tasty, appealing, and healthy school meals.
- 2) Nutrition education strategies including coordination of classroom and cafeteria activities.
- 3) Effective promotional techniques to encourage healthy eating habits.
- 4) Provide information on safety issues and emergency preparedness (CPR/AED use, first aid, food allergies, asthma, and diabetic reactions).
- 5) Natural disasters, bioterrorism issues, and situations requiring students or others to shelter at the school.

For the safety and security of food, access to any area involved in storage, preparation or service of food on the school campus will be limited to authorized personnel.

Food providers will offer a variety of age-appropriate, appealing foods and beverage choices and employ food preparation, purchasing and meal planning practices consistent with the USDA Code of Federal Regulation for the USDA Food and Nutrition Services Child Nutrition Programs. Likewise, food providers will work with suppliers to obtain foods and beverages that meet the nutrition requirements of school meals and nutrition standards for those sold individually, in the vending machines and al a carte.

Vending machines available to students will include low fat and healthy options for purchase. Dialogue with vending supplier will be ongoing to ensure these choices are available.

**NUTRITION EDUCATION**

Students attending the school will receive nutrition education instruction as part of a sequential program that is coordinated within a comprehensive health education curriculum. The program curriculum will:

- 1) be consistent with Idaho Sate Standards for Health and Physical Education;
- 2) provide students with the knowledge and skills necessary to adopt healthy eating behaviors;
- 3) influence students' knowledge, attitudes and eating habits;

- 4) integrated into the standards-based lesson plans of other school subjects like math, science, language arts, physical education and social sciences;
- 5) allow students to participate in enjoyable, interactive lessons and activities such as contests, promotions, taste testing, field trips, and community service learning as a part of promoting nutrition education.

### **NUTRITION RESPONSIBILITIES**

As authorized by the Board, the Director of School Programs or designee will be responsible to encourage, implement, and enforce the nutritional guidelines outlined in this policy, including but not limited to:

- 1) Classroom teachers will be encouraged to participate in professional development opportunities for nutrition education instruction through a variety of options: on-line, workshops, conferences, etc.
- 2) School personnel will be encouraged to use nonfood incentives or rewards with students and will not withhold food from students as punishment.
- 3) Students, parents, school staff and community members bringing foods and beverages to school will be encouraged to provide healthful options and will be provided with a list of recommended food and beverage options.
- 4) School based organizations will be encouraged to raise funds through the sale of items other than food.

### **PHYSICAL EDUCATION & ACTIVITIES**

The physical education program will be closely coordinated with the other components of the overall school health program. Physical education topics will be integrated within other curricular areas. The importance of physical activity and other information being provided in physical education class will be reinforced in the classroom and school environment.

Students attending the school will participate in physical education taught by a credentialed teacher that promotes activities that build skills for lifelong wellness activities and integrates technology where age-appropriate. Physical education courses will encourage lifelong wellness through a curriculum that integrates technology and provides numerous interactive opportunities to try a variety of activities in a safe environment. Physical education classes will have a student to teacher ratio that is comparable to those in other curricular areas. Accommodations will be made for students with disabilities, 504 plans and other limitations.

Students will undergo fitness assessments that measure their success in achieving milestones for cardiovascular fitness and muscular endurance and flexibility; this will help to increase the use of individualized fitness plans on an on-going basis.

### **PHYSICAL EDUCATION RESPONSIBILITIES**

As authorized by the Board, the Director of School Programs or designee will be responsible to encourage, implement, and enforce the physical education guidelines outlined in this policy, including but not limited to:

- 1) Professional development opportunities will be encouraged for physical education staff.
- 2) All teachers and staff are encouraged to limit extended amounts of inactivity for students (i.e. during mandatory testing).
- 3) School staff and teachers will not withhold opportunities for physical education/activity as punishment or use physical activity as a punishment.
- 4) Continuous evaluation will be done on the indoor and outdoor facilities where physical education/activities are held and provide improvements or repairs as appropriate.
- 5) Information on classroom activities that integrate physical activity throughout the school day will be provided to teachers and updated on a regular basis.

### **PARENTAL PARTICIPATION**

Because students should engage in a minimum of 60 minutes of physical activity a day, the school will actively engage families as partners in providing physical activity beyond the school day. Parents will be provided

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information to help them incorporate healthy eating and physical activity into their child's life. This information may be provided in the form of handouts, postings on the CTEA's website, information provided in the school's newsletter, and school and family events.

**ANNUAL REVIEW**

The Board will review this policy annually and make a good faith effort to continue to the health and wellness of all students and employees.

Appendix AB – Health Records Policy

**HEALTH RECORDS**

In the best interest of Chief Tahgee Elementary Academy, students, and employees, the Board of Trustees authorizes the Director of School Programs to maintain the following health records for each student:

- 1) A record showing pertinent information relating to immunizations.
- 2) If submitted by the parent/guardian/acting custodian, information pertaining to each student setting forth:
  - a. the name of the student’s health care provider;
  - b. the name of a contact person in case the parent/guardian/acting custodian cannot be reached in an emergency; and
  - c. a medical history and any physical or mental health condition the student might have that may require school personnel attention.

**ANNUAL REVIEW**

The Board of Trustees shall review this policy annually and make a good faith effort to promote the health and wellness of all students and employees.

Appendix AC – Immunization Policy

**IMMUNIZATIONS**

The parent/guardian/acting custodian of any child seeking admission to Chief Tahgee Elementary Academy will provide a statement to the Director of School Programs (Director) or designee regarding the child's immunity to certain childhood diseases. The requirements of this policy must be met **at the time of registration**, before attendance can begin. However, the Director or designee is legally required to enroll, and have in attendance, students experiencing homelessness within one full day of an attempt to enroll.

This statement will provide:

- 1) A certificate signed by a physician or his/her representative that such child has received, or is in the process of receiving, immunizations as specified by the State of Idaho.
- 2) Permission for the Director or designee to access the voluntary statewide registry of immunization maintained by the Idaho Department of Health and Welfare to verify the student's immunization record.
- 3) An official form which verifies immunity gained through prior contraction of the disease.

If none of the aforementioned certifications is available, one of the following exemptions allowed under Idaho law must be provided:

- 1) A certificate signed by a physician stating that the condition of the child is such that all or any of the required immunizations would endanger the life or health of the child.
- 2) A signed statement of the parent/guardian/acting custodian's objections on religious or other grounds.

Appendix AD – Communicable Diseases Policy

**PURPOSE**

It is the intent of the Board of Trustees of to attempt to protect students and employees from exposure to diseases while they are attending school or actively working for the school. Students and CTEA employees who have, or are suspected of having, a communicable disease will be dealt with according to the rules listed below.

**PROTECTION**

In order to decrease the possibilities of passing blood-borne pathogens and other diseases passed via bodily fluids, all individuals and staff members are required to wear protective gloves when handling any bodily fluids in the performance of their duties.

**DEFINITION**

For purposes of this policy, the definition of “communicable diseases” will be the one established by the Idaho State Department of Health (SDH), and will include, but not be limited to, those contagious diseases reportable to SDH.

**SUSPICION**

If a CTEA employee has reason to believe a student or another school district employee has a communicable disease as defined in the section above he/she will immediately report this information to his/her immediate supervisor or to the Director of School Programs (Director). If the supervisor who receives such a report believes that this information is accurate, he/she will report to the Director or designee who will then notify the SDH. Staff members are encouraged to wear protective gloves when handling any bodily fluids in the performance of their duties.

**HEALTH REVIEW TEAM (HRT)**

The Director will appoint a Health Review Team (HRT) for the purpose of reviewing the cases of employees and students having, or suspected of having, a communicable disease. The HRT will consist of the Director, a local physician, and other members as the Director deem necessary. The affected employee or student will be allowed to remain in the classroom or at the work site until the HRT verifies whether the student or employee has a disease. The Director or designee is authorized by the Board to arrange safe placement for the affected employee or student during the investigation.

**CONFIDENTIALITY**

Steps will be taken to protect the confidentiality of any employee or student with a communicable disease. Therefore, the knowledge that any employee or student has a communicable disease will be confined to those persons who have a direct need to know as determined by the Director or designee. Those persons will be provided with appropriate information and made aware of the requirements of confidentiality. The parents/guardians/acting custodians of any student under suspicion of having a communicable disease will be contacted immediately.

**RECOMMENDATION OF THE HEALTH REVIEW TEAM**

The HRT will consult with the affected employee’s or student’s physician regarding any suspected case of communicable diseases. The HRT will conclude, within 72 hours after first being informed, its fact finding and report a recommendation to the Director. After receipt of the above information and recommendations, the Director will determine the placement of the affected employee or student. In the case of an employee where

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exclusion from the work site is in the best interests of all, the worker is eligible for all leave provisions as are all other school employees.

**EXCLUSION GUIDLINES**

In the case of an employee or student who has a human retrovirus variously labeled Human Immunodeficiency Virus (HIV), and when certain health conditions in the school environment (e.g. measles or chicken pox) which could threaten their health, the physician of the employee will be notified by the Director. Exclusion from the classroom or the work place will be at the discretion of the affected employee's or student's physician.

**EDUCATION**

The Chief Tahgee Elementary Academy HRT will take steps to educate parents, students, and school employees regarding communicable diseases and their transmission. Such education would serve to minimize the risk of transmission to others and to assist efforts to provide the best educational setting for infected students and a safe work environment for infected employees.

**ANNUAL REVIEW**

The Board will review this policy and annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.



Appendix AE – Medications Policy

**PURPOSE**

The Board of Trustees is concerned about the health of every student at CTEA and, in accordance with Idaho Code 33-520, recognizes the importance of administering medication in a safe, reliable and timely manner. The purpose of administering medications in school is to help each child maintain an optimal state of health that may enhance his/her educational plan. The medications will be those required during school hours that allow the student to fully participate in the educational setting.

**SUPPLY AND SCHEDULE**

All needed medication and supplies will be provided by the student's parents/guardians/acting custodians. The parents/guardians/acting custodians and family physician are encouraged to work out a schedule of giving medication outside school hours.

**ADMINISTRATION GUIDLINES**

Self-administration by responsible students is allowed under certain conditions. In conjunction with the parent/guardian/acting custodian and the Director of School Programs or designee, this decision will be determined by the attending physician. These recommendations apply to all prescribed and over-the-counter medications. This policy is intended to provide safe, uniform administration of medication at school as well as to provide for the safety of other students.

*Authorizing of Medication*

A Request for Medication at School form must be completed and signed by the parent or guardian and physician. The physician's order must be renewed annually. Dosage changes require a new physician's order.

*Medication Labeling, Storage, and Disposal*

- 1) All medication must be received at school in its original prescription container. Medications should be brought to school by the parent or responsible adult. If this is not possible, the parent or guardian must inform the Director or designee by telephone that the student is bringing the medication to school and how much medication is in the container. The amount of medication received will be verified and documented by the Director or designee.
- 2) Medications administered by school personnel will be kept in a locked storage compartment. Access to medication will be under the authority of the Director or designee.
- 3) At the end of the school year, parents and guardians will be notified and asked to pick up unused medication. All unused medications left at school will be destroyed by the Director or designee and witnessed by another school employee.

*Administration of Medication*

- 1) All personnel designated to administer medications will be required to complete an in-service on techniques for the safe administration and monitoring of medications. The in-service will be provided by the school nurse.
- 2) The parent, guardian, or physician's office must give the first dose of any new medication.
- 3) A record will be maintained on every student receiving medication. The record should include the student's name, date, time of administration, dosage, mode of administration and signature of person witnessing or administering the medication.
- 4) Students on prescribed medications may be allowed to take their own medications with written permission from their parent or guardian. The written permission must be submitted to the Director or designee. Competency of a student to self administer medication will be established. The student will

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be asked to bring only the prescribed dosage each day. Students who self administer asthma medication in the form of inhalers must provide the original prescription container. Students with asthma and severe allergies must have immediate access to their medication.

- 5) In case of a respiratory emergency; i.e., bee sting or severe asthma attack, epinephrine, by injection, may be administered by a designee approved by the attending physician and parents or guardians.
- 6) In case of a diabetic emergency; i.e., severe insulin reaction (low blood sugar), a designee approved by the attending physician and parents or guardian may administer glucose.
- 7) Aspirin and acetaminophen may be given to an elementary school student with a physician's standing order and parental permission. The physician's order and parental permission must be renewed annually.

**ANNUAL REVIEW**

The Board will review this policy and annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

Appendix AF Emergency Care Policy –

**PURPOSE**

All employees of Chief Tahgee Elementary Academy will protect the health of the school students and shall take reasonable measures to provide emergency care that may include but is not limited to administering emergency medication, of any student that becomes ill or is injured on school property, during school hours, or at any school sponsored activity.

**RELEASE FORM**

The parents/guardians/acting custodians will be asked to sign an authorization to permit emergency administration of prescribed medication and other life saving measures by a trained non-licensed person. (See Emergency Care Release Form)

**PROTECTION**

All individuals and staff members are required to wear protective gloves when handling any bodily fluids in the performance of their duties. Those who neglect this practice do so at their own risk.

**ANNUAL REVIEW**

The Board of Trustees shall review this policy and annually and make a good faith effort to continue to maintain the health and wellness of all students and employees.

Appendix AG – Technology Use Policy

**PURPOSE**

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The Technology Use Policy (TUP) governs the use of the technological resources. The purpose of the TUP is to describe the responsibilities and privileges of users of the school's technology resources.

**REGULATION**

1. Commercial use, such as promoting or advertising any business, is strictly prohibited.
2. The network may not be used to promote or solicit for any political cause, charitable cause or organization unless it is pre-approved by the Board.
3. Chief Tahgee Elementary Academy does not condone or permit the use of materials which are defamatory, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal. Users may not knowingly bring or transmit such materials into the school environment.
4. Students may only use the network **only** under instructor supervision and with permission of school personnel.
5. Users should use only assigned accounts and keep passwords confidential.
6. Users should not permit others to use their accounts.
7. Users should prevent unauthorized use by logging off computers.
8. Users will not view, use, transmit or copy information or files for which they are not authorized.
9. Users will not plagiarize or use copyrighted and/or licensed material inappropriately.
10. Users will not disable or interfere with the normal functionality of the network or software.
11. User may only use approved technology equipment and software.
12. User may not pose anonymous messages.
13. Users may not use online social networking sites or e-mail to bully or defame other students or staff, regardless of the location from which these messages were posted.
14. All personal technologies must be registered through the IT department.
15. User will not send spam, chain letters, or other mass unsolicited mailings.
16. Users will not transmit materials, information or software in violation of any local, state, or federal law.
17. System administrators and the school do not have control of information residing on other systems.

**TECHNOLOGY USE AGREEMENT**

Students and staff are required to read, sign, and comply with the Technology Use Agreement and the technology policies in order to use the CTEA's technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

**INTERNET SAFETY**

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school's operations, the user may face disciplinary action and criminal penalties.

## **STUDENT SUPERVISION**

Students may ~~only~~ use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

## **PRIVACY**

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school's network.

## **PORTABLE ELECTRONIC DEVICES**

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Trustees recognizes that electronic devices are tools of both communication and learning that, depending upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting.

In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. Chief Tahgee Elementary Academy has developed policy governing the use and regulations of portable electronic devices that is subject to and in agreement with the Technology Use Policy. (See Policy : Portable Electronic Devices)

## **ANNUAL REVIEW**

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The Board will review this policy and technology use agreement annually and make a good faith effort to continue to maintain a safe and secure school through implementation of the above policy.

Appendix AH – Technology Use Agreement

**Purpose**

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The purpose of this Technology Use Agreement is to describe the responsibilities and privileges of users of the school’s technology resources. The Board policies on technology govern the use of the technological resources and the terms of this agreement, regardless of whether those policies are explicitly spelled out in this agreement. (See Technology Use Policy)

**Compliance**

Students and staff are required to comply with this Technology Use Agreement and the technology policies in order to use the school’s technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

**Internet Safety**

To promote the safety and security of users, and to ensure compliance with the Children’s Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students’ and employees’ home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school’s operations, the user may face disciplinary action and criminal penalties.

**Student Supervision**

Students may only use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students’ age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

**Privacy**

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school’s network.

**Portable Electronic Devices**

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Trustees recognizes that electronic devices are tools of both communication and learning that, depending

**April 5, 2012**

upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting. In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. Chief Tahgee Elementary Academy has developed policy governing the use and regulations of portable electronic devices that is subject to, and in agreement with, the Technology Use Policy. (See Policy : Portable Electronic Devices)



**April 5, 2012**

**Chief Tahgee Elementary Academy  
Technology Use Agreement**

I understand and will abide by the requirements for use of the school's technology resources. By signing the Technology Use Agreement, I committed to:

- Use the technology equipment for educational purposes, not for personal, commercial, any illegal purpose, nor for any other activity prohibited by the school's policies or procedures.
- Use the network only under instructor supervision and with permission of school personnel.
- Refrain from the use of direct communications, such as instant messaging or online chat, during class time, except with permission from and under the direct supervision of school staff.
- Register all personal devices with the information technology department.
- Be responsible at all times for proper use of accounts:
  - Use only assigned accounts and keep passwords confidential.
  - Not permit others to use accounts for which I am responsible.
  - Prevent unauthorized use by logging off of any computer that I am not directly monitoring.
- Protect the privacy of others and myself:
  - Not view, use, transmit or copy information or files for which I am not authorized.
  - Not disclose personal or private information about others or myself.
- Respect and protect the intellectual property of others:
  - Be responsible for determining whether or not any material, including software, texts, music files, movies etc., is in the public domain before using, copying, distributing or installing it.
  - Not use the technology resources for copyrighted or licensed material.
  - Not plagiarize (use another person's work without permission and attribution).
- Treat all technology resources with respect, to protect its security, integrity and availability:
  - Not disable or interfere with any antivirus or anti-malware protection and immediately notify school personnel if a virus or malicious software is found.
  - Report any security risks or violations to a teacher or system administrator.
  - Not destroy, damage, or alter equipment, information or resources that do not belong to me.
  - Use only approved technology equipment and software.
  - Not use personally owned technology unless inspected and approved by IT services.
  - Not permit others (such as family or friends) to use technology assigned for my use.
  - Not send spam, chain letters or other mass unsolicited mailings.
- Respect and practice community principles and ethics:
  - Use polite communication; no harassment or bullying, or abusive, vulgar or inappropriate

language.

- o Not intentionally access, transmit, copy or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material
- o To immediately report accidental access to a teacher or administrator.
- o Avoid material on the Internet that does not relate to educational and/or career pursuits.
- o Not transmit materials, information or software in violation of any local, state or federal law.

**TO BE COMPLETED BY USER:**

I have read, understand and will abide by the Technology Use Agreement requirements.

I agree to conform to all Board policies regarding technology use while using school technology resources.

I understand that any violation of the requirements above is unacceptable and may be a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or legal action may be taken.

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

**TO BE COMPLETED BY PARENT OR GUARDIAN** (not applicable to staff members):

As the parent or guardian of this student, I have read, and discussed with this student, the Technology Use Agreement. I understand that network access is intended for educational purposes and that the school has taken reasonable precautions to eliminate controversial material. However, I also recognize it is impossible for the school to restrict access to all controversial materials and I will not hold it responsible for materials acquired on the network.

I understand that my student may need to purchase storage media to save his/her work.

I hereby give permission to provide network and Internet access for this student and certify that the information contained on this form is correct.

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signature here is legally binding and indicates the party who signed has read the terms and conditions of the Technology Use Agreement carefully and understands its significance.

Appendix AI – Student/Parent Handbook

**Chief Tahgee Elementary Academy – Student/Parent Handbook - Draft**

**Welcome**

Welcome to the 2013-2014 school year at Chief Tahgee Elementary Academy. Your elementary school years should be an exciting time filled with great memories. We encourage you to become involved in your school work as well as all activities this year. Be a part of this new beginning and make your mark. The faculty and staff at Chief Tahgee Elementary Academy believe that everyday success will help prepare you for a successful life. Take this opportunity to meet new people, further your education, and explore new horizons. Make positive choices, give it your all, and have a great year!

Best wishes for a wonderful 2008-2009 school year!

Director

**Vision Statement**

Chief Taghee Elementary Academy will be an exemplary student-centered learning organization reflecting the Shoshone-Bannock values of deniwape (lifeways of the people) and life-long learning. Our primary objective is to produce students who are bilingual speakers and thinkers in the Shoshoni and English languages, while at the same time exceed both national and state academic standards. Overall, the vision is to increase the academic success of our students and revitalize the Shoshoni language among elementary school children through a culturally and linguistically relevant heritage language immersion educational program.

**Mission Statement**

The mission of CTEA's heritage language immersion program is to provide a positive environment in which all students will be educated in the Shoshoni and English languages in order to better prepare them academically, socially, and culturally to meet the future challenges of a global society. CTEA has three primary purposes: academics, bilingualism, and cultural enrichment. Centered on the Shoshone-Bannock culture and through the use of the Shoshoni language, the curriculum and instructional materials are designed to increase the academic achievement of our students. Cross-curricular thematic instruction will be heavily influenced by the sciences and the performing and visual arts. CTEA is dedicated to advancing academic excellence by providing students in kindergarten through sixth grades with the intellectual capacity to participate and work productively in a multicultural society..

**Attendance Policy**

***Required Attendance***

- 1) ***Compulsory Attendance.*** Every child of compulsory school age, 7-16 years of age, must be in attendance in an approved school unless otherwise exempted by law.
- 2) ***Disenrollment / Reenrollment on the Basis of Attendance.*** Without the school being notified by a parents/legal guardian/acting custodian of the reason(s) for their absence, students may be dropped from enrollment records after they miss five consecutive days of

attendance. Students should be re-enrolled on the date they return to and begin attending the CTEA.

***Responsibility***

The Board recognizes that regular attendance is positively related to student achievement. Everyone shares in the responsibility for making school attendance a priority.

- 1) Parents/guardians/acting custodians/Acting Custodians are urged to help their child establish good attendance habits throughout the child's schooling experiences. Absences due to family convenience such as vacation and baby-sitting are strongly discouraged. Parents are responsible for verifying absences by contacting the attendance office before, the day of, or no later than the close of the second day upon the student's return to school. Parents are responsible for providing the school a current and secure day telephone number for contact regarding absences.
- 2) Students are directly responsible for establishing good attendance habits, which place priority on being in the classroom on a regular daily basis. Days missed for personal or family convenience should be minimized. When in school, students are required to be in class or in designated areas. If a student exceeds the allowable days, it becomes that student's responsibility to participate in scheduled make-up sessions.
- 3) Teachers are responsible for structuring the class in such a way that each day is meaningful and rewarding to the students in attendance. Teachers are required to take accurate attendance and comply with CTEA attendance procedures. Teachers should model regular attendance.
- 4) The Director is responsible for establishing the procedures that are needed to implement the attendance policy. School activities and related travel should be arranged to minimize negative impact on attendance. Attendance records follow a transferring student to the new school.

***Attendance Requirements***

- 1) ***Excused Absence:*** An excused absence is one that the parent/legal guardian knew of, approved, and cleared with the office. Students should not have more than five (5) total excused absences in a trimester with the following exceptions:
  - Death in the family,
  - School approved activities, or
  - Acute, major or chronic medical condition verified by a state licensed medical practitioner.
- 2) ***Unexcused Absence:*** An unexcused absence is one in which the parent/legal guardian did not have knowledge of, or did not approve, or did not clear with the office. Unexcused absences may be required to be made up outside of school time.
- 3) ***Absence Review Procedure:*** Absences should be reviewed on the following schedule:
  - Four absences in a semester (excluding those due to school-approved activities, death in the family, or acute, major or chronic medical condition verified by a medical

practitioner) trigger a review by the child's homeroom teacher. This review may include a conference with the child and parents/legal guardian/acting custodian. The teacher may wish to invite the Director if needed.

- Eight (8) cumulative absences (excluding those due to school-sponsored activities, death in the family or acute, major or chronic medical condition verified by a medical practitioner) trigger a review by the Director. This review may include, if needed, a conference with the child, parent, and teacher. Administrators may request, if needed, medical verification of illness.
- Additional reviews will be scheduled in four-day increments (12, 16, 20, etc.) by the Director and may include the appropriate tribal entity, health and welfare, or the prosecuting attorney to investigate possible child neglect or habitual truancy.
- In the event that an attendance problem is not otherwise resolved utilizing the above steps, the students may be referred for expulsion as a habitual truant under the provisions of Section 33-205 of the Idaho Code.

#### ***Attendance Alternative***

Since Chief Tahgee Elementary Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the aforementioned contiguous attendance area boundaries of the Blackfoot and Pocatello school district boundaries and the entirety of the Fort Hall Indian Reservation. Students located within the attendance area of CTEA will have the option to enroll in existing public schools presently serving the area. Since enrollment is not mandated based upon residential proximity to the school, but through parental choice and equitable selection, no student will be required to attend CTEA.

#### ***Denial of Attendance***

Idaho Law provides for denial of school attendance in Idaho Code §§33-205, "Denial of school attendance at any of its schools, by suspension or expulsion, to any pupil who is a habitual truant or who is incorrigible, or whose conduct in the judgment of the Board, is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school. Any pupil having been suspended or expelled may be readmitted to the school by the Board of Trustees upon such reasonable conditions as may be prescribed by the Board; but such readmission will not prevent the Board from again suspending or expelling such pupil for cause". Consequently, the Board will have the right to deny enrollment to any student, determine the readmission of any student suspended or expelled, and determine the admission of any student who has been denied admission as governed by Idaho Code. The Board considers the following as some examples of disruptive actions and justification for denial of attendance:

- 1) ***Bullying & Harassment.*** Verbal harassment and inappropriate physical contact with another student.
- 2) ***Computer Intrusion or Misuse.*** Unauthorized use of school technology to access protected materials, such as personnel files and student records.
- 3) ***Controlled Substances.*** Possession or use of any controlled substances by students, such as drugs, alcohol, or tobacco, is not permitted on school property.
- 4) ***Detriment to Health & Safety.*** The actions of the student become a detriment to the health and safety of other students, employees, or school as a whole.
- 5) ***Expulsion.*** Expelled from any other school.
- 6) ***Fighting.*** Aggressive behavior in a threatening way or fighting.
- 7) ***Gambling.*** Gambling or possessing gambling devices.

- 8) **Gangs and Gang Activity.** No person, group, or organization may establish any secret organization whose active membership requires lascivious, unethical, and/or illegal activities.
- 9) **Habitual Truancy.** The act, condition, and habit of being absent without permission.
- 10) **Hazing.** No students may humiliate another or require unnecessary tasks by using coercion of any type.
- 11) **Incorrigibility.** Unruly and/or unmanageable behavior.
- 12) **Insubordination.** Noncompliance with any reasonable request of school faculty or staff.
- 13) **Lascivious Literature.** Distributing or possessing lascivious materials on school grounds or during school activities.
- 14) **Other.** Other actions or condition deemed by the Board as disruptive of school discipline or instructional effectiveness.
- 15) **Profanity.** Using profane and vulgar language.
- 16) **Scholastic Dishonesty (cheating/plagiarism).** Cheating on assignments and tests and/or plagiarizing another's material.
- 17) **Tardiness.** Habitual tardiness to classes.
- 18) **Unsafe Behavior.** Potentially dangerous and harassing actions on school grounds, buses, or at school activities.

### **Truancy**

Truancy is defined as any absence from class without knowledge and permission of parent and/or school authority; an absence not cleared in three days; leaving school without permission after reporting to school; leaving class without permission; or absences, even with approval of parents, which are excessive and/or interfere with the student's education program. Consequences for truancy are outlined as follows:

- 1) For a first (1) truancy school officials will assign consequences and parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and the consequences.
- 2) For a second (2) truancy, school officials will conduct an assessment and intervention. The assessment will consider the conditions surrounding the truancy and the student and parents/guardians/acting custodians/acting custodians may be referred to juvenile probation for intervention services. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and consequence/discipline.
- 3) For a third (3) truancy, the student will be referred as habitually truant to the police or sheriff's department and issued a citation. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and consequences.
- 4) For a fourth (4) truancy, the student will be referred as habitually truant to the police or sheriff's department and issued a citation. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. The citation will require the student and parents/guardians/acting custodians/acting custodians to appear in court. Parents/guardians/acting custodians/acting custodians will be notified in writing of the truancy and court referral. The Director or designee will refer the student to the Board of Trustees and may begin the expulsion process.

### **Cheating & Plagiarism**

Students involved in cheating/plagiarism will be subject to the rules of the classroom teacher regarding cheating and/or may be referred to an administrator for discipline. Your teachers will discuss their rules for cheating and define plagiarism.

### **Computers & Equipment**

Computers and other equipment are issued to students for their use while involved in a class, activity, or field experience. It is the student's responsibility to return these items at the end of the school-year, the class, or activity. Students who withdraw or are withdrawn from school have the responsibility to return school property. Leaving computers or equipment in a locker or some other place in the school building does not fulfill this responsibility. Students will be fined for lost or stolen computers or equipment. Schools will not issue transcripts or diplomas for students who have outstanding fines.

### **Counselor Services**

Counseling services will be provide to all Chief Tahgee Elementary Academy students who may need assistance academic or personal issues. Please contact the student's teacher, the Director, or any other employee with which you feel comfortable in making the request.

### **Discipline Policy**

The School has established the following comprehensive discipline policy and procedures (See Student Discipline Policy). The disciplinary actions may be taken by the Director or designee. Since all discipline is intended to modify behavior and should fit the misbehavior, these actions are suggestive and not necessarily sequential. In all disciplinary matters, students and parents have the right to due process and to appeal decisions to the next higher level of governance.

#### ***Discipline Tier I – Contact, Conference, Guidance***

The first step in the disciplinary process can include one or more of the actions listed below as deemed appropriate by the principle or designee thereof.

- 1) *Conference/Contact with Parents.* The Director or designee will arrange a meeting or telephone conversation with the student's parents/legal guardian/acting custodian and/or school personnel to discuss the student's behavior or learning process. The School will seek the assistance of the student's parents/legal guardian/acting custodian in helping the student.
- 2) *Contact with Student.* The Director or designee will contact the student and inform him/her of the infraction. The student must agree to comply with required behavior management.
- 3) *Detention.* The Director or designee will require that a student remain in during lunch or after school for a period of time. The student is obligated to bring materials to the detention area to work on to improve his/her academic achievement at school.
- 4) *Guidance.* The Director or designee will arrange for a conversation between the student and the school personnel. The purpose of this meeting is to inform him/her that his/her behavior needs to change so that he/she does not violate the rights of others and to establish a written plan to help the student improve his/her learning capabilities.
- 5) *Rearrangement of School Schedule.* The Director or designee may assign a student a new schedule of classes and/or teachers when the behavior of the student is such that the student has not conducted himself/herself in an acceptable manner.

- 6) *Restriction of Free Time and/or Extracurricular Activities.* The Director or designee may inform a student that he/she cannot participate in certain activities because of his/her past or present behavior.
- 7) *School Clean-up.* The Director or designee may require a student to clean up certain areas of the school.

***Discipline Tier II - Suspension***

Students who cannot abide by school regulations and policies of the School, and who disrupt the educational atmosphere or interfere with the educational processes of the school, may be suspended for a temporary period of time.

***Discipline Tier II – Expulsion***

Expulsion is a very serious action to be taken against a student and should not be recommended unless all resources and processes have been exhausted. No recommendation for expulsion will be made until all necessary investigations and conferences have been held at the school building level.

**Dress Code**

The students of the Chief Tahgee Elementary Academy are expected to be aware of the importance of dressing appropriately and are urged to accept their responsibility to be well groomed and neat. Students are expected to wear appropriate clothing and footwear that will be comfortable. Judgment of this will be at the discretion of the Director. Exceptions to the dress code can be made for safety, religious or medical reasons or on “special event” days.

The Director reserves the right to remove a student from the school setting in the event that clothing is deemed inappropriate, poses a concern for the health, safety or welfare of any student including himself/herself or is disruptive to the normal functions of the school. Examples of inappropriate attire for all students includes (but is not limited to):

1. Any clothing or accessory (including chains, spikes, jewelry, shoes, etc.) that propose safety hazards or could cause possible disruptions in the normal functions of the school
2. Any clothing or accessory that depicts slogans or pictures that suggest the use of drugs, alcohol, tobacco, weapons, violence, or that involves sexual connotations, or are degrading to any group on the basis of race, religion, gender, sexual orientation, etc.
3. Halter tops, tube tops, tank tops, muscle shirts, dresses, or other tops with narrow shoulder straps (shoulder straps should be at least three fingers in width)
4. Shirts or dresses that reveal one’s chest, back or midriff
5. Short skirts, dresses or shorts
6. Pants, shorts, skirts or dresses with holes or that show skin or undergarments
7. Low cut pants that expose undergarments and midriffs (Students are expected to wear their pants so the belt loops or waist are at or close to the waistline. Sagging is prohibited.)
8. Hats, hoods, bandannas, visors, or other head coverings
9. Sunglasses
10. Coats - Coats must be put in students' lockers or classroom. Sweatshirts or sweaters may be worn in their place.

Students are required to follow the Dress Code at school activities

**Dual Enrollment**



Chief Tahgee Elementary Academy students are encouraged to participate in dual enrollment with other public schools and will comply with the local school districts' current dual enrollment policies and fee schedules, or as may be amended.

### **Due Process Policy**

When an incident of misconduct occurs, a student will be given written or oral notice of any charges against him/her and an opportunity to present his/her version of the incident in question. Supervisors must give each student the opportunity, either oral or written, to defend himself/herself against the charges of misconduct prior to disciplinary action which may lead to suspension or expulsion. Such procedures must be reasonable, fair, and lead to reliable determination of the factual issues involved.

### **Educational Program**

CTEA's educational program is designed to create a sound educational experience for each student. This includes knowledge of cultural heritage as well as cultivating each learner's interest in the current problems of our rapidly changing society. CTEA curriculum will be thematically integrated and flexible, focusing on language immersion methodologies (Total Physical Response (TPR), accelerated language acquisition, and other highly kinesthetic teaching methodologies). Culture will be central to the curriculum and deniwape (lifeways of the people) will enhance the positive behavior support system to creating a safe and productive learning environment. Our program also builds on students' prior knowledge and present interests and concerns. Students understand concepts and information better through active exploration of problematic situations that are relevant to their interests, unique culture, and personal lives. Student interests, brought out in discussions and activities, will help guide the choice of content. Content that excites students will motivate application of the pertinent academic skills and knowledge bases targeted by Shoshone-Bannock cultural experts as well as those described in the most current Idaho State Core Curriculum Content Standards.

Students will study topics in depth, making connections within and across subjects. An interdisciplinary approach to subject matter extends student achievement by making connections and putting new information within conceptual frameworks. The curriculum will be adaptable to the multiple ways in which people learn. Adaptations will incorporate a variety of learning approaches (investigation and discovery, kinesthetic involvement, individual research, debate, thematic projects, older students teaching younger, review and practice, individual enterprise, or private reflection).

The CTEA educational program is based upon the following assumptions and assertions:

- 1) Language is the life-blood of culture.
- 2) The ability to speak the Shoshoni language is essential to the self-identity of a Shoshone-Bannock child and to an understanding of deniwape (lifeways of the people).
- 3) It is just as important for a Shoshone-Bannock child to learn their heritage language as it is for him or her to learn English. However, both languages must be learned and learned well.
- 4) An immersion program will help preserve the Shoshoni language and the Shoshone-Bannock culture. A Shoshoni immersion educational program will provide a medium through which Shoshone-Bannock children can communicate and thereby connect with their elders. This linguistic bridge to the past will also form a bridge to the future as subsequent generations of Shoshone-Bannock children learn to speak, read, and write the language of their ancestors.
- 5) A language cannot be preserved solely through the school. Language instruction must begin in the home with a home-school outreach program, and language preservation must be a community-wide effort.

- 6) The United States Government has a legal responsibility to “preserve, protect and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages...” (Native American Languages Act of 1990).
- 7) People who can speak, read, and write more than one language have certain cognitive, academic, social, cultural, and professional advantages over those who cannot.

### **Emergency Care Policy & Release Form**

All employees of Chief Tahgee Elementary Academy will protect the health of the public school students and will take reasonable measures to provide emergency care that may include, but is not limited to, administering emergency medication to any student that becomes ill or is injured on school property, during school hours, or at any school sponsored activity.

The parents, guardians, or adult student needs to sign an authorization to permit emergency administration of prescribed medication and other life saving measures by a trained non-licensed person (See Emergency Care Release Form).

### **Emergency Closures & Late Start**

If the school closes or the start of school is delayed due to severe weather conditions or other emergencies, the announcement of the closure or late start will be made on all local radio and television stations and posted on the district website. Late starts may be used to protect valuable instructional time. Parents can sign up for email and/or mobile phone alerts by visiting the school’s website [www.CTEAcademy.org](http://www.CTEAcademy.org).

### **Enrollment**

New students can enroll through the office or on the school’s website. If filled to capacity, Chief Tahgee Elementary Academy follows enrollment procedures outlined in its Charter and accepts students on a first-come first-serve basis.

### **Field Trips & School Trips**

Field trips and school trips are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the Director. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria.

### **Extracurricular Activities & Clubs**

Our school provides extracurricular activities, clubs, and organizations that provide students an opportunity to explore interests outside of their academic program. Participation extracurricular activities and clubs is a privilege afforded students who choose to participate in a positive manner. Extracurricular activities and clubs are a vital part of the learning experience. As such we encourage student participation in these events. Eligibility for participation, however, is at the discretion of the Director. Examples of criteria for eligibility include attendance, academic performance and discipline record. It is possible for students to be excluded from such trips based upon these criteria.

Students who are interested in forming a club should first discuss their idea with their teacher. Students and the teacher must then develop a proposal that includes the name of the organization, its purpose, sample listing of activities, meeting schedule, and target population. This should be given to the Director who will then meet with representatives to review the proposed club. Consideration will be given to the purpose of the new club and whether it duplicates the services provided by an existing club.

## **Health Policies**

### ***Health Records***

In the best interest of the School, students, and employees, the following health records are required for each student:

- 3) A record showing pertinent information relating to immunizations.
- 4) If submitted by the parents/legal guardian/acting custodian, information pertaining to each student setting forth:
  - d. the name of the student's health care provider; the name of a contact person in case the parents/legal guardian/acting custodian cannot be reached in an emergency; and
  - e. a medical history and any physical or mental health condition the student might have that may require school personnel attention.

### ***Immunizations***

The parents/legal guardian/acting custodian of any child seeking admission to Chief Tahgee Elementary Academy must provide a statement regarding the child's immunity to certain childhood diseases. The requirements of this policy must be met **at the time of registration**, before attendance can begin. Chief Tahgee Elementary Academy is legally required to enroll and have in attendance students experiencing homelessness within one full day of an attempt to enroll.

This statement will provide:

- 4) A certificate signed by a physician or his/her representative that such child has received, or is in the process of receiving, immunizations as specified by the state.
- 5) Permission for the Director or designee to access the voluntary statewide registry of immunization maintained by the Idaho Department of Health and Welfare to verify the student's immunization record.
- 6) An official form which verifies immunity gained through prior contraction of the disease.

If none of these certifications are available, one of the following exemptions allowed under Idaho law must be provided:

- 3) A certificate signed by a physician stating that the condition of the child is such that all or any of the required immunizations would endanger the life or health of the child.
- 4) A signed statement of the parents/legal guardian/acting custodian's objections on religious or other grounds.

### ***Medications at School***

The purpose of administering medications in school is to help each student maintain an optimal state of health that may enhance his/her educational plan. The medications will be those required during school hours that allow the student to fully participate in the educational setting.

### ***Supply & Schedule***

All needed medication and supplies will be provided by the student, parent, or guardian. The parent and family physician are encouraged to work out a schedule of giving medication outside school hours.

### ***Administration Guidelines***

Self administration by responsible students is allowed under certain conditions. This decision will be determined by the attending physician in conjunction with the Director or designee. These recommendations apply to all prescribed and over-the-counter medications. This policy is intended to provide safe uniform administration of medication at school as well as to provide for the safety of other students.

***Authorizing of Medication***

A Request for Medication at School form must be completed and signed by the parent or guardian and physician. The physician's order must be renewed annually. Dosage changes require a new physician's order.

***Medication Labeling, Storage, and Disposal***

- 4) All medication must be received at school in its original prescription container. Medications should be brought to school by the parent or responsible adult. If this is not possible, the parent or guardian must inform the Director or designee by telephone that the student is bringing the medication to school and how much medication is in the container. The amount of medication received will be verified and documented by the Director or designee.
- 5) At the end of the school year, parents and guardians will be notified and asked to pick up unused medication. All unused medications left at school will be destroyed by the Director and witnessed by another school employee.

***Administration of Medication***

- 8) The parent, guardian, or physician's office must give the first dose of any new medication.
- 9) Students on prescribed medications may be allowed to take their own medications with written permission from their parent or guardian. The written permission must be submitted to the Director or designee. Competency of a student to self administer medication will be established. The student will be asked to bring only the prescribed dosage each day. Students who self administer asthma medication in the form of inhalers must provide the original prescription container. Students with asthma and severe allergies must have immediate access to their medication.
- 10) In case of a respiratory emergency; i.e., bee sting or severe asthma attack, epinephrine, by injection, may be administered by a designee approved by the attending physician and parents or guardians.
- 11) In case of a diabetic emergency; i.e., severe insulin reaction (low blood sugar), a designee approved by the attending physician and parents or guardian may administer glucose.
- 12) Aspirin and acetaminophen may be given to a secondary student upon his/her request, with a physician's standing order and parental permission. The physician's order and parental permission must be renewed annually.

**Non-Discrimination Policy**

All students are eligible to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs.

**Parent Teacher Conferences**

Parent conferences are held during the second month of each semester. This enables the student and parents to meet with teachers to evaluate academic progress. Parents may call and request conferences with school personnel at any other time of the year.

**Permanent Records & Transcripts**

A permanent or cumulative folder is kept for each student. This folder contains health and testing information as well as grades. Documents which qualify students for special programs such as special education or gifted and talented programs are kept in this folder. Cumulative folders are passed to the student's next school and will be kept on file at the CTEA office for five years.

A transcript which includes birth date, sex, date entered, school previously attended, address, parent or guardian names, record of all grades, GPA, and rank in class is kept in the office. All records are available in the office upon request.

### **Personalized Learning Plans**

Since technology facilitates differentiation in the classroom, increased opportunities for tutoring and individual time spent with the certified teacher will allow for the most effective, personalized learning strategies to be matched with each student. Students of the Chief Tahgee Elementary Academy will maintain a parent-approved student learning plan. The learning plan will be developed by students and parents/legal guardian/acting custodian with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. Chief Tahgee Elementary Academy will make all attempts to notify the parent or guardian of the responsibility for the development and approval of the learning program. A learning program will not be required if the parent or guardian requests, in writing, that no learning plan be developed. Use of personalized learning plans will encourage learners to take responsibility for their own learning. Working together, the student, parents/legal guardian/acting custodians, and educators will consider learner strengths and weaknesses, and then, identify and develop academic and personal goals for each learner. These goals will capitalize on learner strengths and shore up areas of weakness, while enhancing parental involvement.

### **Portable Electronic Device Policy**

Students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. This policy will also be applicable to similar technologies which have yet to be developed and marketed. All devices will be subject to limitations of this and other policies under the following conditions:

- 1) The Director, classroom teacher, bus drivers, and all other school personnel are responsible for establishing individual guidelines of usage within his/her areas of supervision. Approval for student use of PED will be at the discretion of the classroom teacher, Director, or other immediate school personnel supervisor (including substitutes).
- 2) The Director may establish and enforce additional guidelines limiting or prohibiting the possession and use of PED as appropriate to campus and individual student needs.
- 3) If use of a PED is required in individual instances to assist a student or in emergencies at any time when such use would otherwise be prohibited by this policy (e.g. during testing), permission must be obtained in writing from the building administrator prior to the use thereof.

### ***Prohibited Use***

- 1) Use of cameras or camera features on any PED in a restroom or for any use constituting an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes will be confiscated by school personnel, and law enforcement authorities may be notified.

- 2) Use of any PED in sexting or to distribute any type of lewd and/or pornographic materials is strictly prohibited and will result in confiscation and the loss of privileges, which can only be reinstated through a review by the Board of Trustees.
- 3) Portable electronic devices with recording capability may not be used to record without the intended subject's knowledge and without permission to do so.
- 4) Portable electronic devices will not be turned on or used in any way (1) when students are directed to report to and participate in any instructional activity (unless the instruction involves the PED), (2) during school-sponsored and supervised group activities (e.g. assemblies, awards, or other ceremonies), or (3) when their use is otherwise prohibited by any school personnel.
- 5) Portable electronic devices that interfere with the instructional setting, harass, annoy, and offend others, or are used inappropriately on class work/tests are strictly prohibited.
- 6) No PED will be used or attempted to be used in a manner that creates a health or safety risk for the student, others, or for purposes that violate any of the CTEA's policies or State and Federal laws. This includes, but not limited to, discrimination, bullying, harassment, copyright infringement, cheating, unacceptable use of technology as outline in the Technology Use Policy, and/or the CTEA's discipline code.

### ***Tracking & Regulation***

- 1) All PED with wireless access to the internet *must* be routed through the school's computer network while on school grounds.
- 2) The MAC addresses of *all* PED in possession of a student on school grounds, in school buildings, or on school sponsored transportation must be submitted to the school's Information Technologist and will be kept on record throughout the student's period of matriculation in the school.

### ***Consequences of Misuse***

#### ***Confiscation***

- 1) Chief Tahgee Elementary Academy assumes no responsibility for loss or damage to personal property of students. If confiscated by school personnel pursuant to this policy and its associated procedures, reasonable care will be taken of the item until retrieval or it is reasonable to be deemed discarded.
- 2) Portable electronic devices may be confiscated by school personnel when used in a prohibited manner, including the commission an offense under the CTEA's discipline code.
- 3) Confiscated PED will be given to the Director in the school building or to the supervising employee at the school sponsored event or activity where the offense took place as soon as practicable for safe keeping.
- 4) Portable electronic devices that have been confiscated may be retrieved by the student or the student's parent/guardian/acting custodian from the Director at the end of the school day or when no longer needed for school investigatory or disciplinary purposes.

#### ***Search***

Any portable electronic device confiscated based upon a reasonable belief that the device was used in furtherance of a violation of this or other school policies may be searched for incriminating evidence. Students who elect to use a portable electronic device in furtherance of misconduct have no reasonable expectation of privacy in the contents of the portable electronic device under such circumstances.

#### ***Discipline***

- 1) *Insubordination*. Students are required to stop using portable electronic devices and/or turn portable electronic devices over to school personnel when requested. Students who refuse to do so have committed insubordination, in violation of policies for student discipline, and may be subject to disciplinary action.
- 2) *Loss of Privilege*. Students who repeatedly misuse portable electronic devices may lose the privilege to possess such devices while at or involved in school or school related activities, in addition to any other disciplinary consequence.
- 3) *Cumulative Offenses*. Students who use a portable electronic device in the commission of another disciplinary offense may be subject to the consequences of that offense in addition to any consequence applicable under this policy.

### **Search & Seizure Policy**

It is the policy of the Board that members of the administrative staff have the authority to search, in a fair and unbiased method, the student lockers and all other school property over which the school district has control at any time, without student consent, and without a search warrant. Members of the administrative staff also have the authority to search the personal property of students when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, is extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school district expense.

#### ***Detection Dogs***

The Board authorizes the Director or designee to use detection dogs affiliated with law enforcement when warranted and within the limits of the Search and Seizure Policy. Detection dogs may be employed as a planned deterrent and detection program, a search based on reasonable suspicion or probable cause, or as an educational demonstration. Detection dogs may be used on any school premises including buildings, facilities, grounds, school buses, student parking lots, and other properties owned or leased by CTEA.

When used for a general deterrent and detection program the administration or designee must notify all affected groups and provide a plan that designates the nature of the contraband sought, method employed to ensure random selection, and the possible locations to be searched.

### **Special Services**

Special education and related services will be provided to students with learning and educational difficulties who have been identified through the Individual Education Program (IEP) process, following determination of special education eligibility. See the special education teacher for help with registration and specific course selection.

Through the IEP process, adapted courses or alternate courses are available to special education students who require such modification of their course work.

#### ***Adapted Courses:***

Adapted courses through general education or special education may be provided to special education students in grades K-6. Adapted courses require the permission of the parent and will be indicated as “adapted” on the student transcript, as the content of the course will be adapted and does not meet the rigor of the general education class. For a student to be approved for an adapted course, all of the following must be met:

- 1) The student performs significantly below the average on standardized tests and has been recommended by a teacher, parent, or administrator.
- 2) Parental input and written approval is in the cumulative file or special education file.

- 3) It is understood that adapting this course will not impact the student from receiving a diploma and graduating with his/her class, if all other requirements for graduation have been met. However, it may affect his/her entrance into a post-secondary institution.

***Alternate Courses:***

Alternate courses may be provided to special education students in grades K-6. Any alternate course will be indicated on the student transcript as well as in the IEP. For a special education student to be approved for an alternate course, the following conditions must be met:

- 1) The student performs significantly below the average on standardized tests and has been recommended by a teacher, parent, or administrator.
- 2) The student requires different skills and instruction than the general requirements for graduation due to his/her transition plan and educational needs.
- 3) The IEP team, including the parents, approves the alternate course and the course is identified in the IEP.

**Tardy Policy**

Attendance and promptness are important to student achievement and to successful teaching. When students are absent or tardy their mastery of knowledge and skills is hampered. Because mastery is critical, Student Tardy Policy will be followed:

- 1) The first time a student is tardy in a class per semester, the teacher will warn the student about the disruption and inform the student that the teacher will contact the student's parents/legal guardian/acting custodian if more tardies occur.
- 2) For a third tardy in a class, the teacher will assign the student a detention, notify the parents/legal guardian/acting custodian and have the student sign an attendance contract for that class which specifies attendance expectations and future consequences for continued tardiness.
- 3) For a fourth tardy in a class, the teacher will refer the student to the Director who will take further disciplinary action and contact the parents/legal guardian/acting custodian.
- 4) Upon the fifth or more tardies in a class, the teacher shall refer the student to the Director who will issue in-school suspensions if deemed appropriate.
- 5) Upon the fifteenth tardy in a class, the teacher will refer the student to the Director who will notify the sheriff's department of the student's habitual truancy status and request a uniform citation for the parents Truancy Court. The building administration will notify parents/guardians/acting custodians.

**Technology Policy & User Agreement**

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The Technology Use Policy governs the use of the technological resources.

Students and parents/legal guardians/acting custodians are required to read, sign, and comply with the Technology Use Agreement and the technology policies in order to use the CTEA's technology resources. If a user breaks the terms of this agreement, the administration reserves the right to deny or suspend user access. Severe infractions may result in school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.



To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the CTEA's operations, the user may face disciplinary action and criminal penalties.

### **Tobacco, Alcohol, & Controlled Substances**

It is the policy of the CTEA that any staff member who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, a controlled or dangerous substance as defined by law will immediately notify the appropriate Designee or designee of such suspicions. The Director or designee will immediately investigate the allegation, and if confirmed, will take the appropriate disciplinary measures. These may include, but are not limited, to the following:

- 7) Contacting the parents/guardians/acting custodians/acting custodians
- 8) Contacting law enforcement
- 9) Referral to a counselor
- 10) Referral to an outside agency for chemical dependency assessment
- 11) Suspension from school
- 12) Expulsion from school

#### ***Notification***

When a student is suspected of being in violation of federal, state, or local law for possession or use of any illegal drug, controlled substance, tobacco, or alcohol, the parents/legal guardian/acting custodian will be contacted immediately and local law enforcement agency may be notified. When a student is suspected of being in violation of federal, state, or local laws for trafficking of alcohol or drugs, the parents/legal guardian/acting custodian and law enforcement will be contacted immediately. The administrator or a designee will communicate all available information to the police and offer the full cooperation of the administration and staff in a police investigation.

#### ***Disciplinary Procedures***

If a student discloses or is reasonably suspected of being under the influence of alcohol or controlled substances, sells or distributes, or possesses drug paraphernalia, drugs, alcohol, tobacco, or other mood altering substances in school, on or adjacent to school property, or at school functions, the School will comply with the procedures required by Idaho Code, Section 33-210 and school policy and procedures.

#### ***First Offense for Use or Possession***

- 5) Contact the parents/guardians/acting custodians.
- 6) Law enforcement may be contacted.
- 7) Referral to school counselor
- 8) Suspension from school as determined appropriate by the Director or designee.

#### ***Second Offense for Use or Possession***

- 7) Contact the parents/guardians/acting custodians.

- 8) Law enforcement may be contacted.
- 9) Referral to school counselor.
- 10) Referral to an outside agency for chemical dependency assessment and treatment.
- 11) Suspension from school for five (5) days.
- 12) School Board may be petitioned for expulsion of student.

***Third Offense for Use or Possession***

- 5) Contact the parents/guardians/acting custodians.
- 6) Law enforcement will be contacted.
- 7) Suspension from school.
- 8) School Board will be petitioned for expulsion of student.

***First Offense for Trafficking***

- 5) Law enforcement agency will be contacted.
- 6) Parent or guardian will be contacted.
- 7) Student will be suspended.
- 8) School Board will be petitioned for expulsion.

***Interrogation***

The Board reserves the right to interrogate any student suspected of the possession, use, or trafficking of tobacco, alcohol, drugs, or controlled substances. Individual pupils may not be interrogated by any person, except an employee of the school, without the approval of the principal. Officials representing the Idaho Department of Health and Welfare will be allowed access to students upon proper notification to the Director. The Director will not grant such an interview unless he/she deems it essential to the welfare of the child, to the immediate health and safety of others, as may be required by court order, or as authorized by a parent or guardian of the student in advance of the interview.

**Transportation**

***Parent Drop-Off and Pick-Up***

If students are transported to school by parents, they are to be dropped-off at the designated drop-off area. At no time are parents to drop-off or pick-up students in the bus zone.

***School Bus Rules***

The bus drivers are in absolute control and have full responsibility for maintaining safe conditions on the buses. Students must abide by their rules and regulations concerning conduct on the buses.

The use of bus transportation to and from school is a privilege, not a right. Students are only permitted to ride the bus to which they are assigned. Passes will not be issued for alternate bus transportation.

If the conduct of a student while riding a bus is such that it jeopardizes the safety of others or is otherwise obnoxious or undesirable, this privilege may be denied. Do not leave the bus through the rear door except during an emergency or an evacuation drill. Obey these rules – they are for your protection – show concern and respect for other students, and make the bus ride pleasant, clean, safe and efficient for all. Violations of the standards for bus conduct will be subject, but not limited, to the following penalties:

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- 1) 1st offense – warning by driver, move student to front seat and student conference with driver.
- 2) 2nd offense – written report to Director and student conference with driver and the Director.
- 3) 3rd offense – mandatory detention and parent conference with Director.
- 4) 4th offense – loss of any bus privilege.

Severe infractions:

- 1) 1st offense – written report to Director, mandatory detention and Director conference with parent/guardian/acting custodian.
- 2) 2nd offense – suspension of any bus privilege

The administration reserves the right to impose more severe consequences based upon its interpretation of the violation committed.

### **Violence Prevention Policy & Harassment Complaint Form**

No violence, bullying, intimidating, hazing, and/or harassment on the basis of race, sex, color, creed, religion, ancestry, national origin, age, physical, mental, emotional or learning disability, arrest or conviction record, pregnancy, marital status, parental status, sexual orientation, and/or political affiliation will be allowed. Violence, bullying, cyber bullying, intimidation, hazing, and harassment in the learning environment is not acceptable under any conditions, and any student who violates this policy may be subject to remedial or disciplinary action, up to and including expulsion from school.

Chief Tahgee Elementary Academy view violence, bullying, hazing, harassment and/or retaliation to be among the most serious breaches of behavior. Appropriate discipline for such behaviors, ranging from warning/remedial action up to expulsion, may be imposed. Discipline may be imposed against a Complainant if the CTEA discovers that a Complainant has knowingly made a false complaint, ranging from warning/remedial action up to expulsion. Discipline will be appropriate to the offense, age and status of the individual following the guidelines of the Student Discipline Policy. The Director or designee will submit the case to the appropriate law enforcement agency when the charges warrant such action.

Any parent of a student who feels they have been a victim of violence, bullying, intimidating, hazing, and/or harassment should complete the Harassment Complaint Form included in the Student/Parent Handbook and submit it to the Director (See Harassment Complaint Form).

### **Visitor Identification**

Chief Tahgee Elementary Academy welcomes and encourages participation by all parents/legal guardians/acting custodians and other persons associated with school business to attend school activities and visit the school. In order to maintain a safe and secure environment and protect students from harm, all visitors are required to sign a log-in sheet and wear an identification badge during their visit. If an individual fails to comply with this directive, he/she may be asked to sign-in, asked to leave the premises, referred to law enforcement, and/or denied further access.

### **Weapons Policy**

The Board has no tolerance for any student who possesses, threatens, or uses, or assists another in the possession, threat, or use of, any form of weapon whether on school premises, buses, or school sponsored events. According to federal law, any student who is determined to have used, brought, or have in possession a firearm or destructive device will be immediately suspended, referred to the appropriate law

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enforcement agency, and, following due process, be expelled from school for a period of not less than one (1) year, twelve (12) calendar months. The Board may modify the expulsion order on a case by case basis. Other than for firearms and destructive devices, when the use, threat of use, or possession of weapons the student may be immediately referred to law enforcement, may be suspended, and ultimately expelled as outline in the School's Student Discipline Policy and Charter.

**Withdrawing from School**

Students who are transferring to another school or who are withdrawing from school must obtain a permit to withdraw from their counselor/administrator. The office will then issue a check out sheet which must be completed by the student. Any student who does not formally withdraw from school will not be readmitted until a hearing is held with the student's parents/legal guardian/acting custodian and the Director.

**Yearbooks**

Yearbooks go on sale during January of the school year. Check with the office for price and ordering deadlines.

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**HANDBOOK AWARENESS STATEMENT**

Student/Parent Handbook - Chief Tahgee Elementary Academy

My signature below indicates that I have received and read the Student/Parent Handbook, read the policies and procedures regarding the Code of Conduct, and signed the included forms along with my parents/guardians/acting custodians.

Parents should inform the school of changes in residence, custody and home phone, work and emergency telephone numbers.

TEACHER \_\_\_\_\_

STUDENT'S NAME (Print) \_\_\_\_\_

STUDENT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_ GRADE \_\_\_\_\_

STUDENT ID # \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_

**PLEASE RETURN THIS SIGNED FORM PAGE TO THE OFFICE  
AT REGISTRATION OR BY THE FIRST WEEK OF SCHOOL**

## CTEA - Technology Use Agreement

### **Purpose**

Chief Tahgee Elementary Academy provides technology resources for the educational and professional benefit of its students and staff. The purpose of this Technology Use Agreement is to describe the responsibilities and privileges of users of the school's technology resources. The Board policies on technology govern the use of the technological resources and the terms of this agreement, regardless of whether those policies are explicitly spelled out in this agreement. (See Technology Use Policy)

### **Compliance**

Students and staff are required to comply with this Technology Use Agreement and the technology policies in order to use the school's technology resources. If a user breaks the terms of this agreement, administration or designee thereof reserve the right to deny or suspend user access. Severe infractions may result in termination of employment or school expulsion. The user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing of a building administrator within seven (7) days of such suspension or termination.

### **Internet Safety**

To promote the safety and security of users, and to ensure compliance with the Children's Internet Protection Act (CIPA), blocking and filtering protection measures and security controls are used to the extent practical. Faculty may request that IT services temporarily or permanently unblock access to sites containing material which is appropriate for valid educational purposes.

Students' and employees' home and personal Internet use can have an impact on the school and on other students and employees. If personal Internet expression – such as a threatening message to another person, or a violent web site – creates a likelihood of material disruption to the school's operations, the user may face disciplinary action and criminal penalties.

### **Student Supervision**

Students may only use the network only under instructor supervision and with permission of school personnel. Staff members are responsible for supervising student use of technology in a manner appropriate to the students' age. Students are responsible for obtaining permission from a staff member, and staff may NOT permit students to use staff accounts.

### **Privacy**

Personal information about any student or staff member should be assumed to be confidential, and users should never disclose or transmit such information except in strict compliance with the law and school policy. Users should not expect that files and information will always be private; sophisticated or privileged users on the network may gain access to such data.

Without the consent of the author or intended recipient, system administrators will not intentionally inspect the contents of personal files or e-mail, nor, unless required to do so by law or school policies, disclose such contents to other than the author or an intended recipient. System administrators may access any files, folders, or e-mail to investigate complaints regarding data which is alleged to contain impermissible material. System administrators reserve the right to monitor all activity on the network and

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to cooperate fully with the school, local, state, or federal officials in investigations concerning any data stored on or transmitted via the school's network.

**Portable Electronic Devices**

In order for all students to achieve technological literacy and prepare themselves to act responsibly in this Information Age, the school is dedicated to becoming a technologically advanced school. The Board of Trustees recognizes that electronic devices are tools of both communication and learning that, depending upon their use, can either add value to the learning process or cause disruption in the school environment. As such, electronic devices demand well-reasoned, practical, and wise regulation in the school setting.

In order to achieve these ends, students may possess and use portable electronic devices, including but not limited to, cellular telephones, Mp3 players and other similar music players, radios, portable digital assistants (PDA), smart phones, digital cameras, hand-held game consoles, laptops, notebooks, etcetera, while on school grounds, in school buildings, or on school sponsored transportation. Chief Tahgee Elementary Academy has developed policy governing the use and regulations of portable electronic devices that is subject to, and in agreement with, the Technology Use Policy. (See Policy : Portable Electronic Devices)

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**Chief Tahgee Elementary Academy  
Technology Use Agreement**

I understand and will abide by the requirements for use of the school's technology resources. By signing the Technology Use Agreement, I committed to:

- Use the technology equipment for educational purposes, not for personal, commercial, any illegal purpose, nor for any other activity prohibited by the school's policies or procedures.
- Use the network only under instructor supervision and with permission of school personnel.
- Refrain from the use of direct communications, such as instant messaging or online chat, during class time, except with permission from and under the direct supervision of school staff.
- Register all personal devices with the information technology department.
- Be responsible at all times for proper use of accounts:
  - Use only assigned accounts and keep passwords confidential.
  - Not permit others to use accounts for which I am responsible.
  - Prevent unauthorized use by logging off of any computer that I am not directly monitoring.
- Protect the privacy of others and myself:
  - Not view, use, transmit or copy information or files for which I am not authorized.
  - Not disclose personal or private information about others or myself.
- Respect and protect the intellectual property of others:
  - Be responsible for determining whether or not any material, including software, texts, music files, movies etc., is in the public domain before using, copying, distributing or installing it.
  - Not use the technology resources for copyrighted or licensed material.
  - Not plagiarize (use another person's work without permission and attribution).
- Treat all technology resources with respect, to protect its security, integrity and availability:
  - Not disable or interfere with any antivirus or anti-malware protection and immediately notify school personnel if a virus or malicious software is found.
  - Report any security risks or violations to a teacher or system administrator.
  - Not destroy, damage, or alter equipment, information or resources that do not belong to me.
  - Use only approved technology equipment and software.
  - Not use personally owned technology unless inspected and approved by IT services.
  - Not permit others (such as family or friends) to use technology assigned for my use.
  - Not send spam, chain letters or other mass unsolicited mailings.
- Respect and practice community principles and ethics:



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- Use polite communication; no harassment or bullying, or abusive, vulgar or inappropriate language.
- Not intentionally access, transmit, copy or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material
- To immediately report accidental access to a teacher or administrator.
- Avoid material on the Internet that does not relate to educational and/or career pursuits.
- Not transmit materials, information or software in violation of any local, state or federal law.

**TO BE COMPLETED BY USER:**

I have read, understand and will abide by the Technology Use Agreement requirements.

I agree to conform to all Board policies regarding technology use while using school technology resources.

I understand that any violation of the requirements above is unacceptable and may be a criminal offense. Should I commit any violation, my access privileges may be revoked and disciplinary and/or legal action may be taken.

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Printed Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**TO BE COMPLETED BY PARENT OR GUARDIAN** (not applicable to staff members):

As the parent or guardian of this student, I have read, and discussed with this student, the Technology Use Agreement. I understand that network access is intended for educational purposes and that the school has taken reasonable precautions to eliminate controversial material. However, I also recognize it is impossible for the school to restrict access to all controversial materials and I will not hold it responsible for materials acquired on the network.

I understand that my student may need to purchase storage media to save his/her work.

I hereby give permission to provide network and Internet access for this student and certify that the information contained on this form is correct.

**Parent or Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The signature here is legally binding and indicates the party who signed has read the terms and conditions of the Technology Use Agreement carefully and understands its significance.

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**EMERGENCY TREATMENT RELEASE FORM**  
**Chief Tahgee Elementary Academy**

Dear Parent/Guardian:

In order to serve your child in case of accident or sudden illness either at school, on a field trip, or any school sponsored activity, it is necessary that we have this release form signed. Please complete the information requested on the back of this form, review the statement below, then sign and return this form with the other registration information to the Chief Tahgee Elementary Academy office.

\_\_\_\_\_  
**Student's Last Name**                                      **First Name**                                      **Middle Initial**

I the undersigned, do hereby authorize officials of the Chief Tahgee Elementary Academy to contact the persons named on the reverse side of this form and do authorize the named physician or EMS personnel to render such treatment as may be deemed necessary in an emergency, for the health of said child.

In the even the parent/guardian/acting custodian, physician or other persons named on the reverse side of this form cannot be contacted, officials of Chief Tahgee Elementary Academy are hereby authorized to take whatever action is deemed necessary in their judgment, for the health of said child.

I will not hold the school financially responsible for the emergency care and/or transportation of said child.

Signing this form shall release Chief Tahgee Elementary Academy, faculty and staff members from any liability of any nature in assisting said child during a medical emergency.

\_\_\_\_\_  
**Signature of Parent/Guardian**                                      **Date**

**Important:**

1. If an accident or illness occurs, a copy of this form will be provided to the emergency care provider (physician, hospital, EMS).
2. If any of this information changes during the year, please call the school office.
3. Please complete, sign and return this form with the other registration information to the Idaho School of Innovation office.
4. Please complete all of the information requested.

**EMERGENCY INFORMATION FORM**  
**Chief Tahgee Elementary Academy**

Date: \_\_\_\_\_ School: \_\_\_\_\_

Full Name of Student: \_\_\_\_\_  
Last First Middle

Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Student's Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ Telephone: \_\_\_\_\_

Parent(s) or Guardian(s): \_\_\_\_\_

Place of Employment (Father/Guardian) \_\_\_\_\_

Where do we contact you in case of an emergency?  
(If no home phone, provide the name or a relative or neighbor and their phone) \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell/Pager: \_\_\_\_\_ Work: \_\_\_\_\_

Place of Employment (Mother/Guardian) \_\_\_\_\_

Where do we contact you in case of an emergency?  
(If no home phone, provide the name or a relative or neighbor and their phone) \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell/Pager: \_\_\_\_\_ Work: \_\_\_\_\_

Who do we contact if you cannot be reached?  
Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_  
Name: \_\_\_\_\_ Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_

Please complete this section to allow your child to be taken for treatment in case of emergency, when neither you nor the persons listed above can be contacted: "I give permission for my child to be taken by school personnel or ambulance for treatment to \_\_\_\_\_ Hospital emergency for treatment. I will be responsible for all related fees."

Physician's Name: \_\_\_\_\_ Patient's File Name: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Health Insurance Company \_\_\_\_\_

Name of Policy Holder: \_\_\_\_\_ Policy Number: \_\_\_\_\_

Preferred Ambulance Service, if other than EMS \_\_\_\_\_ Phone: \_\_\_\_\_

Use space below to list any health condition(s), routine medication(s), or substances that cause your child to have a severe allergic reaction requiring immediate emergency treatment:

Health Condition	Medication	Allergin/Emergency-Care Needed

If student has medical equipment or supplies, please list company or supplier:  
Supplier: \_\_\_\_\_ Phone: \_\_\_\_\_

**Chief Tahgee Elementary Academy  
Student Harassment Complaint and Investigation Form**

HARASSMENT COMPLAINT FORM

Name of Complainant:

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Grade Level:

---

Date of Complaint:

---

Name of Alleged Harasser:

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Date and Place of Incident or Incidents:

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Description of Conduct:

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Name of Witnesses:

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Evidence of Harassment, i.e., Letters, Photos:

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Any Other Information:

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I agree that all the information on this form is accurate and true to the best of my knowledge and request that CTEA investigate this complaint. I understand that while every effort will be made to maintain my complaint as confidential, the substance of this complaint and my identity may need to be disclosed to the alleged harasser.

---

Parent/Guardian/Acting Custodian Signature

---

Date

April 5, 2012

Appendix AJ – Student/Parent Handbook Awareness Form

## HANDBOOK AWARENESS STATEMENT

Student/Parent Handbook - Chief Tahgee Elementary Academy

My signature below indicates that I have received and read the Student/Parent Handbook, read the policies and procedures regarding the Code of Conduct, and signed the included forms along with my parents/guardians/acting custodians.

Parents should inform the school of changes in residence, custody and home phone, work and emergency telephone numbers.

TEACHER \_\_\_\_\_

STUDENT'S NAME (Print) \_\_\_\_\_

STUDENT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_ GRADE \_\_\_\_\_

STUDENT ID # \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_

**PLEASE RETURN THIS SIGNED FORM PAGE TO THE OFFICE  
AT REGISTRATION OR BY THE FIRST WEEK OF SCHOOL**

April 5, 2012

Appendix AK – Shoshone-Bannock Tribal Council Resolution of Support

RESOLUTION

WHEREAS, the Shoshone-Bannock Tribes is fully committed to preservation and revitalization of the Shoshone-Bannock Languages and educational achievement of the youth; and

WHEREAS, the Fort Hall Elementary School is one of the prime population targets, that does not have a Shoshone or Bannock Language learning component to its curriculum, and has historically reflected low ISAT scores; and

WHEREAS, the Language and Cultural Preservation Program and members of the Fort Hall community have been meeting to determine the best approach to revitalize the Shoshone and Bannock languages and instill pride and opportunities for learning at the earliest ages as appropriate; and

WHEREAS, the intended vision for the Fort Hall Elementary School is to create a state approved Charter school called the Chief Tahgee Elementary Academy (the CTEA) that focuses on reversal of low academic scores and building children's self-esteem for a successful future; and

WHEREAS, the mission of the school is to provide a core educational program consisting of individualized learning techniques, Tribal language immersion, traditional and cultural education, creative fine arts and performing arts, changing technologies and enhanced academics and science to achieve each child's highest learning potential; and

WHEREAS, the Language and Cultural Preservation Program and members of the Fort Hall community come forward requesting Tribal support and legal assistance to create a state funded Charter school;

NOW, THEREFORE, BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that General Counsel William Bacon is hereby approved to provide legal assistance to the founding Board of the CTEA in formulating a state and federally approved non-profit for the Charter School and assisting with research and potential acquisition of the Fort Hall Elementary School facility; and

BE IT FURTHER RESOLVED, that the Fort Hall Business Council supports investment in the future of the children by preserving and revitalizing the languages and cultures of the Tribes through the academic inclusion of language immersion into elementary education.

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat., 984) as amended, and under Article VI, Section 1 (r) of the Constitution and Bylaws of the Shoshone-Bannock Tribes of the Fort Hall Indian Reservation of Idaho.

Dated this 25<sup>th</sup> day of October 2010

S E A L

  
Nathan Small, Tribal Chairman  
Fort Hall Business Council

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 5 in favor, 1 absent (GDF), and 1 not voting (NS) on the date this bears.

  
Elizabeth Ann Lindroth, Tribal Secretary  
Fort Hall Business Council

LGCS-2010-1195



Appendix AL – Board Resumes

Alexandria Alvarez  
PO BOX 626  
Fort Hall, ID 83203

Phone: 208-760-0270  
Email:  
alexalvarez.shoban@hotmail.com

Summary

I'm a hard working individual, who isn't afraid to ask for help when I need it. I always do my best to be a team member, and contribute to whatever the task is at hand. When I make mistakes, I learn from them fast to insure failure is not an option. When working and leadership is required I can step up to the plate, but following a leader I do my best to work alongside them. I've never had any problems with my attitude, and I enjoy being a positive person and friendly to all around me. I treat everyone with respect and do my best to show that I have good manners and that I am good person to work with and be around. I do my best in whatever it is I'm doing.

Employment History

10/13/11- Present Hired as a Temporary Sho-Ban News Reporter  
Fort Hall, Idaho

**Reporter**

I was hired to be a temporary news reporter for the Sho-Ban News, and have covered several stories that can be found in the Sho-Ban News. It is a new and exciting experience learning how to develop my writing skills, learn new skills in Adobe Photoshop and gain experience in photography.

1/05/11 – 5/03/11 WINS Washington Internships for Native Students  
Washington, DC

**WINS Internship**

I was accepted to participate in the WINS Spring Semester program that provided me with the opportunity to work with the Environment Protection Agency (EPA) and to work in the American Indian Environment Office where I was not only introduced to what EPA does, but also a semester project to work on. My project was to try and create an Tribal Emergency Coordinator Response contact list that EPA could use to contact tribal leaders in the event of a natural or man-made disaster. My project lead me to do lots of research on FEMA, EPA and making calls to regions around the United States to assess whether regions have a tribal contact list. I was also invited to attend conferences and sessions regarding what the American Indian Environment Office was involved in and working on. I also had to attend two classes, one for the WINS program and the other was an elective taken at American University. I feel that all the information I gained will help me down the road as I continue to further my education.

6/04/10 – 7/31/10 WINS Washington Internships for Native Students

Washington, DC

**WINS Internship**

I was accepted in the WINS program to participate in an 8 week long summer program, working with the federal government at Social Security, and attend class 3 times a week to earn school credit while going to my internship 5 days a week. I would travel everyday from Washington, DC to Baltimore, Maryland to the Social Security Headquarters, where I worked with OCREO, Office of Civil Rights and Equal Opportunity. I improved a lot on my social skills, introducing myself to individuals in a professional manner, worked on a team and completed a project that is going to be a blue print for companies to hire people with disabilities such as the blind, deaf and veterans. I also worked on a few power points and tried to share information that would help diversify the workforce at Social Security by aiming employment opportunities for Native Americans.

6/2009 – 8/2009 Fort Hall Summer Program Fort Hall, ID

**Youth Supervisor**

Worked for the Fort Hall Summer program to be a youth supervisor, our duties was to provide a place for the kids to spend their days and stay out of trouble during the summer months they were out of school. The ages attending ranged from 6 to 17 years of age. I worked mostly with smaller kids in the game room, finding activities for them to participate in the mornings. After lunch we would take the kids on a variety of activities depending on the day, which included swimming, movies, bowling and roller skating every Monday through Thursday with Fridays usually being the day for our youth to engage in a special activity. Some of them included culture day, rez dog contest, and camping to list a few. It was a positive experience that helped me get acquainted with some of the youth of our tribe.

6/2007 – 8/2007 Fort Hall Wild Land Fort Hall, ID

**Camp Crew**

Worked my final year with the Fort Hall Wild Land, keeping the same duties as the previous years; our job was to handle supplies, serve dinner, pick up trash. Depending on where we were stationed and what kind of conditions we faced our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2006 – 8/2006 Fort Hall Wild Land Fort Hall, ID

**Camp Crew**

I worked for my 2ed year with the Fort Hall Wild Land department, working again as camp crew. Continuing to do the same duties as the year before, our job was to handle supplies, serve dinner, and pick up trash. Depending on where we were stationed our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2005 -8/2005 Fort Hall Wild Land Fort Hall, ID

**Camp Crew**

This year I was working for Fort Hall Wild Land, as camp crew. We would be sent out along side firefighters to work as camp crew, our job was to handle supplies, serve dinner, and pick up trash. Depending on where we were stationed our duties also included pitching tents, doing dishes, moving water, Gatorade and ice, and watching over the campsite.

6/2004 – 7/2004 Hoist Lewiston, ID

**Student**

This year I was placed at WSU (Washington State University) at their Veterinary Hospital, working in the exotics department. The exotic animals dealt with a variety of animals, everywhere from exotic pets to wildlife. I cleaned cages, fed birds and assisted the vet techs in whatever it is they needed help in.

6/2003 – 7/2003 Hoist Lewiston, ID

**Student**

Came back to the program the next summer, and this time I became involved in many animal related fields, working for a number of departments. I helped work with horses at their cloning research development center, working with the United States first cloned mules. Then I spent a few days at the university's meat processing factory understanding what processes the meat goes through before it hits the market. And finally ending the rest of my working term at a dairy house, helping feed calves, milk cows, cleaning stalls and whatever else was required.

6/2002 – 7/2002 Hoist Lewiston, ID

**Student**

I was involved in the Hoist program, a program designed to introduce native students into a variety of careers. My first year I was put in the forestry department, my supervisor was named Bernardo Alvarez, and we did various projects from working with habitat for humanity, to traveling to the Kootenai Tribe to see their

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project with the wild native plants. The program lasted for 6 weeks, and we were exposed to life on a campus for the first time.

Education

2010 Haskell Indian Nations University Lawrence, KS  
**Bachelor Degree** American Indian Studies 3.0

2008 Haskell Indian Nations University Lawrence, KS  
**Associate Degree** Liberal Arts 3.0

2006 Blackfoot High School Blackfoot, ID  
**Diploma** 2.5

Sho-Ban News

Lori Edmo-Suppah Editor  
P.O. Box 900, Fort Hall, ID 83203  
Office Phone:  
(208) 478-3888/3701  
Fax (208) 478-3702

Haskell Indian Nations University:

155 Indian Avenue Lawrence, KS 66046  
Office of the Register Manny King  
785.749.8440

WINS Program:

Jack Soto Wins Director or Amy Morrill-Bijeau Assistant Dean  
4400 Massachusetts Ave Washington, DC 20016-8083  
202.895.4882

Luke Jones Supervisor during WINS Internship  
American Indian Environment Office at Environmental Protection Agency  
202.564.4013  
jones.luke@epamail.epa.gov

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Fort Hall Recreation Contact Info:

Mike Sakalaris  
Po box 306 Fort Hall, ID 83203  
208.478.3770

Wild Land Department

Edward Christy  
Po Box 306 Fort hall, ID 83203  
208.478.3785 or 478.3784

Blackfoot High School

870 S. Fisher Ave Blackfoot, ID 83221

Distinctions

I'm a proud member of the Shoshone-Bannock Tribes of Fort Hall, Idaho. I am semi-fluent in Shoshone and Cherokee, and have studied the Cherokee alphabet. I have learned a handful of words in other native languages such as Navajo, Bannock, Comanche, Yuchi as well as Japanese and Spanish. I do my best to be a role model to my friends and the younger generation by keeping out of trouble and staying drug-free. I respect myself and try to carry myself in a good way. I try to always do my best in whatever I may be doing, and I chase my dreams till I achieve them. When I am done with school, I plan to return home to my reservation to try to improve it and make it a better place for my people.

Interests

Powwows, dancing, tae kwon do, basketball, music, photography, Humane Society, art, reading, indigenous sovereignty, climate change, horseback riding, rodeo, native conferences, camping, fishing, traveling, languages, cultures, roller blading, making new friends, friends and most importantly family.

Accomplishments

I am the current Miss Shoshone-Bannock for 2011-2012, recently crowned this past August at or Fort Hall Indian Festival and serve as the ambassador of the Shoshone-Bannock Tribes. In 1998 I won Rodeo Queen of Fort Hall, and participated helping out at rodeos around the state. I was active in a Fort Hall youth group known as the Fort Hall Youth Council, and served as President for two years, getting my friends and other youth involved as an alternative to getting in trouble, and together we helped put together a benefit powwow at our local college. Afterwards I helped

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support my friends take control and helped try to guide them. In high school I was active in our Indian club and help participate in fundraising, making and serving Indian Tacos to fundraise to participate in the Northwest Indian Youth Conference. And in 2004, the Fort Hall Indian Youth Council, local Indian Clubs and four other Tribes in the state of Idaho collaborated to host the Northwest Indian Youth Conference in Boise, Idaho. I successfully graduated in 2006 and entered into college the following fall. Throughout my years at school I have always received good attendance awards, and got certificates of completion, and was never in any trouble or been sent to detention. I have always lived my life drug-free, and had never drank until I was 21, even though I have never been beyond a slight buzz. In college I was active in several clubs, the Haskell Artist Association where I served both as a member, student representative and a secretary for two semesters. In my time I helped the Artist Association hold an art show, and included my own art. Joined the boxing club for a semester as well as the Native American Church club; and finally I have joined the ACCES Club for a few semesters as a member and for my last semester I have served as treasurer. In the ACCES club we have successfully held a stomp dance in spring 2009, went to two stickball tournaments where Haskell came in first place in both years. I have helped in numerous fundraising activities during basketball games, football games, powwows and seasonal activities. I also help out at the Human Society Shelter from time to time, walking dogs and giving cats attention, even did an internship there where I learned much about how the shelter operates and the hard work people put into it.

**Maxine Racehorse Edmo**

PO Box 367  
Fort Hall, ID 83203  
208-237-5930

***Professional Profile***

- Respected Shoshone-Bannock tribal elder
- Devoted most of life to advocating for education and tribal rights
- Served more than 20 years as a 4-H leader
- Served on the federal Library Board
- Advisory Council for Indian Health Services board member that awards approximately 400 scholarships to American Indian students annually

***Education***

1989 A.A., Marketing and Management, Idaho State University

***Work and Service***

2005-present Shoshone-Bannock Tribes Language and Cultural Preservation Department,  
Bannock language instructor and translator

1998-present Shoshone-Bannock Tribes Enrollment Committee

1998-2002 Elected to Shoshone-Bannock Tribes Land Use Policy Commission

1996 Shoshone-Bannock Jr./Sr. High School Board member (served many terms)

1985-1996 Instrumental in building tribal school –Shoshone-Bannock Jr./Sr. High School

1992-1998 Tribal Tax Commission

1985 Developed the Human Resource Development Center (HRDC)

1978-1982 Intermountain Indian School Board member

1978 Successfully lobbied to defeat legislation to transfer education out of the Bureau of Indian Affairs to the Department of Education.

1977-1978 Served on BIA task force to pas P.L. 95-561 passed that developed rules and regulations for Indian schools and school boards, Indian School Equalization Program (ISEP), student rights, Johnson O’Malley (JOM), and Indian colleges.

1976 Appointed by President Jimmy Carter to the National Advisory Council on Indian Education

1975-1985 Tribal Education Committee

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1968 Tribal Health, Education and Welfare Committee

1966-1977 Developed information for Congressional Record that later resulted in the Johnson O'Malley and Title IV programs

1966 Elected to Fort Hall Business Council



MERCELINE P. BOYER

Rural Route 3 Box 249, Blackfoot, ID 83221 \* (208) 785-2965

HIGHLIGHTS OF QUALIFICATIONS

- Productive and responsible; willing to learn and handle any tasks as necessary
- Strong loyalty and commitment to organization
- Able to represent a company with a professional appearance and manner
- Have very good work habits and ethics
- Competent in knowledge of computers and willing to learn in areas I am unknowledgeable
- Am trilingual in the English, the Shoshone and the Bannock languages and can understand the Paiute and Comanche native languages with limited speaking abilities.

PROFESSIONAL EXPERIENCE

**Lead Language Instructor**

Feb. 2011-Present

Shoshone-Bannock Tribes, Language & Cultural Preservation Department

I teach Shoshone and Bannock languages to tribal members and work with other language instructors and translators translating historical documents into Bannock or Shoshone or English. We develop lesson plans, teaching material and teaching aids.

**Part-Time Co-Manager for the Bannock Language Preservation Project**

Oct., 2007 - Sept., 2008

As one of the co-managers for the Tribes' Bannock Language Preservation Project, I oversee the operation for this project to revive and enhance the Bannock language which is endangered as there are very few Bannock speakers left. The project conducts classes for beginning learners and reinforces the language by encouraging speakers to maintain and perpetuate the teaching of the language to their families and community members.

My position as Cultural Instructor is ongoing and I provide cultural information and skills with the TANF participants.

**Manager for ANA Language Preservation Grant (part-time)**

Oct., 2005 - Sept., 2006

As part-time manager of the ANA Preservation Grant, I set up meeting with Bannock speakers and conduct a "Talking Circle" to refresh their language ability and see that we stay in compliance of the grant.

My position as Cultural Instructor is ongoing, I continued to provide cultural information and skills with the TANF participants and my services are available to any other organizations or entities requesting cultural information.

**Cultural Curriculum Instructor**

Oct. 2003 – Feb., 2011

Shoshone-Bannock Tribes, 477 Programs (EET/TANF Programs), Fort Hall, ID

In this position, I provided cultural and native language instruction to TANF participants. I also provide cultural information to other entities and organizations requesting my services. I lend support and participate in other cultural activities of the Tribes. I believe that one must practice the culture as well as speaking the native languages of the Tribes to perpetuate the longevity of being a federally recognized tribe as well as protecting the sovereignty and tribal treaty rights of the Shoshone-Bannock Tribes.

OTHER EXPERIENCE

- Academic Outreach Consultant** 1995-2003  
Shoshone-Bannock Tribes Education, Employment & Training Program, Fort Hall, ID  
I maintained communications with the surrounding school districts and Shoshone-Bannock Tribal School on any information important to the support of Indian students. When necessary, I advocated on their behalf and encouraged communications with the schools, parents and students. I also provided historical and cultural information when requested. I basically did the same thing, only my title changed.
- Education Outreach Worker** 1989-1995  
Shoshone-Bannock Tribes, Tribal Education Department, Fort Hall, ID  
In this position, I maintained communications with the surrounding school districts and Sho-Ban Tribal School on any information important to the education and support of Indian students. When necessary, I advocated on students behalf when necessary and encouraged communications between the schools, parents and students. I also provided cultural information when requested.
- Tribal Education Committee** 1985-1989  
Shoshone-Bannock Tribes, Fort Hall, ID  
I was appointed to this committee to oversee the Tribes' education program and to provide educational information and opportunities to tribal member students. The Shoshone-Bannock Tribes provided funding for their students and we were in charge of this budget. We provided services to all levels from pre-school to adulthood.
- Indian Education Liaison** 1975-1985  
School District #55, Blackfoot, ID  
In this position, I made home visits to parents' homes if there were a problem that interfered with the education of an Indian child. I provided advocacy to Indian students and encouraged communications between teachers and parents. I encouraged students to recognize the benefits of acquiring good education for their own future and motivated them to set goals and pursue higher education. During this time I worked with first with junior high students; then, high school students and later, elementary school students.
- Secretary** 1974-1975  
Argonne National Laboratory, Idaho Falls, ID  
I worked in various departments and was finally assigned to the Accounting Department where I assisted the accountants in general office work and took care of the petty cash maintained for various departments of the Laboratory.
- Secretary/Supervisor** 1970-1974  
Idaho State University ACTION Program, Pocatello, ID  
I was hired as a secretary for this federally funded program, where students of Idaho State University were hired as volunteers in a community service oriented settings. I did secretarial and general office work including bookkeeping for the program and supervised volunteers who were assigned to the Fort Hall Indian Reservation, where the volunteers were assigned tutorial work with school children and other community related projects.
- Potato Worker** 1959-1969  
American Potato Company, Blackfoot, ID  
Idaho Supreme Company, Firth, ID

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I worked in the production of potato granules, sorted potatoes, boxed potato granules and became informed about the potato industry and am grateful for this knowledge. During this time I worked inconsistently, due to family responsibilities that included raising my family. Working in the potato industry was not my goal, but merely to make extra money. Then I decided to go back to school to learn a profession that I would enjoy.

EDUCATION

Certificate in Office Occupations Idaho State University, School of Voc-Tech, Pocatello, ID	1970
Certificate in Farm Business Management from Idaho State University, College of Technology, Pocatello, ID	2000
Have sophomore status at Idaho State University, Pocatello, ID But have not completed.	1970-present

CIVIC ACTIVITIES

Served as a member of the Title IV Parent Committee of Blackfoot School District, Blackfoot, ID; past member of the Shoshone-Bannock Jr./Sr. High School's School Board, Fort Hall, ID; past member of the Shoshone-Bannock Festival Committee, Fort Hall, ID; Volunteer with the Fort Hall Johnson O'Malley Parent Committee, Fort Hall, ID; past member of the Shoshone-Bannock Tribes' Cultural Resource Survey Organization's Advisory Board, Fort Hall, ID; Past member of the Shoshone-Bannock Tribes' Tribal Risk Assessment Advisory Committee, Fort Hall, ID; past member of the Idaho Committee on Indian Education, Boise, ID; member of the National Indian Education Association and present member of the Shoshone-Bannock Culture Committee, Fort Hall, ID and the local Shoshonean Reunion Committee of Fort Hall, ID.

PERSONAL

I am a member of the Shoshone-Bannock Tribes, being of 4/4 degree Indian blood. I am married to Mr. Lionel Q. Boyer and have been for 53 years. We have five children, four girls and one boy, whom we lost in 1978. We live in the Gibson District of the Fort Hall Reservation where we participate in cultural activities, such as celebrations, spiritual ceremonies and family affairs. When our children were growing up we supported them in their cultural and educational activities. Now we do the same for our grandchildren and have been involved and supportive in their educational and sports activities as well as cultural activities. We feel very deeply that they must practice their culture and traditions to maintain their native identity that will sustain them in their adult lives as respectable Indian people.

April 5, 2012

Nancy Eschief Murillo  
P. O. Box 663, Fort Hall, ID 83203  
Ph: Home (208) 237-5807, Cell: (208) 223-6017

Education: Haskell Institute, Lawrence, Kansas, 1963-1965  
Commercial Business, Diploma,  
Idaho State University, Pocatello, ID, 1972-76, Ed & Soc.  
University of Colorado, Boulder, Co, 1964, Summer Session  
University of Idaho, Moscow, ID, 1962  
Idaho State University, School of Applied Technology  
Farm Bus. Management, 3'd/final yr. Cert. 1995  
Farm Bus. Management, 4th yr. Cert. 1996

Work History:

Workforce Team Member/Intergovernmental Affairs. All My Relations, Inc.,  
August 1996 to October 02, 2007, Fort Hall, Idaho

Developed a variety of working documents for operations of the Company. Assisted in the manufacturing and monitoring of 2448 Hydrogen/Oxygen Fuel Generators. Communicated with various public/governmental/private officials and entities regarding AMR and its operations. Applied for HubZone status and received 3 year certification for AMR. Applied for Central Contracting Registration, CCR, for U.S. governmental contracts/grants. Application to SBA 8(a) in process. Mr. Robert Dude Perry, President, All My Relations, Inc., and I talked with Mr. Al Gore Author of "Global Warming: An Inconvenient Truth" January 22 2007, and informed Al Gore of the 2448 Hydrogen/Oxygen Fuel Generator manufactured by All My Relations, Inc.; and its capability to reduce toxic emissions. A business card and AMR Flier stuffed in Shoshone-Bannock hand tanned, beaded checkbook cover was gifted to Mr. Gore from All My Relations, Inc. Scheduled meetings for development of a Cooperative Research and Development Agreement for more testing with Idaho National Laboratory, the Prime Contractors and the U.S. Department of Energy, Idaho Falls, Idaho. Contacts made with various local governments, business entities and tribal entities on the Hydrogen Enrichment System for purchase, distributorships and potential partnerships.

Chairperson, Fort Hall Business Council. Shoshone-Bannock Tribes, 2004-2005.  
Held Vice Chairperson, Treasurer offices, 2000-2006, Fort Hall Indian Reservation, Fort Hall, Idaho.

Served in this elected position to govern and protect the Fort Hall Indian Reservation which encompasses over 543,000 acres of which 97% is owned by the Shoshone-Bannock Tribes and Individual Indians. Worked in all facets of Government working with Federal, State, Private sector, Local governments and jurisdictions. Initiated Tribal Laws/Ordinances, Memoranda of Agreements and Understanding. Reviewed policies, laws, regulations such as personnel policies for

1

Tribal Gaming, Tribal Enterprises and Tribal Government, federal and state legislation and documents relating to or impacting the Shoshone-Bannock Government and the Shoshone-Bannock people/Tribes. Provided testimony on the state and Congressional levels regarding legislation affecting the Shoshone-Bannock Tribes and American Indian People. Authorized annual budgets for the Tribes' Government, Enterprises and Gaming. As Chairperson and Vice Chair signed a variety of state, Federal contract/grant and cooperative agreement and similar documents. Served the membership in capacities of liaison, grants and assistance in program access and availability. Reviewed and authorized all land leases. Served as the Tribal Fish & Game Commission. Served as Representative to various organizations: National Congress of American Indian, Affiliated Tribes of the NW Indians, Council of Energy Resource Tribes, Intertribal Monitoring Association, Intertribal Agricultural Council and the NW Intertribal Ag Council.

Chairperson, Shoshone-Bannock Tribal Enterprises and Vice Chair, Treasurer and member during tenure on Fort Hall Business Council. Tribal Enterprises include: Two Tribally owned and operated Gas Stations and Convenience stores, Trading Post Grocery store, Tribal Clothes Store- sales of western wear, tribal arts and crafts, souvenirs, Exclusive Smoke shop with these facilities located on Interstate 15 and 86 and U.S. 91.

Consultant: Wind Energy Consultant, Shoshone-Bannock Tribes, Ft. Hall, ID 2001,

Coordinated with the Tribes, National Renewable Energy Laboratory, Council Resource Energy Tribes Office and Idaho Power Company and erected five 20mm and 30 mm anemometers for testing on a commercial scale development of wind. Wind rated on 5-6 scale.

Tribal Court Administrator: Tribal Court, Shoshone-Bannock Tribes, Ft. Hall, ID,

Spring of 2002, appointed to Court Administrator on temporary basis. Provided administrative supervision and management of the Court system. Developed a needs basis for a New Justice System and Center for the Tribes. Invited congressional staffers to a walk through of the deteriorating jail and court buildings and provided testimony to Congress. Did receive A & D funding for the initial phase of the center.

Water Resources Commissioner: Shoshone-Bannock Tribes, Ft. Hall, ID late 1990's

Chairperson/Commission, one of several Commissioners, developed the regulations for the Tribal Water Code in coordination with the Fort Hall Indian Reservation Water Rights Settlement of over 500,00 acre foot annually of surface, storage and ground water in preparation of total management of the Tribes 1863 water right. Provided policy oversight to the Water Engineer and the Water Resources Department and worked with the U.S. Department of the Interior, other federal

agencies, i.e., Bureau of Reclamation, Department of Agriculture, State Water Resources Department, private irrigators and producers and the local office in the management process. In 1995, also worked as a Land Use Policy Commissioner regarding land issues of the Fort Hall Indian Reservation, Tribal lands off Reservation, Treaty territories and issues affecting those areas.

Tribal Health Director: Shoshone-Bannock Tribes, Fort Hall, ID 1976-1993

Hired to develop the Department: Provided Contract and grant development, planning, coordination, budgeting, reporting, personnel management, contract negotiations and compliance. Contracts and grants from some federal and state agencies. Did contract some the Indian Health Services Programs, some state of Idaho and the Bureau of Indian Affairs programs. The Department provides a multitude of services ranging from Pre-natal to the elderly populations. Assisted in acquisition of a new ambulatory health clinic that opened in 1989 in Fort Hall. Congressional Appropriations provide a new clinic with a staff of 73 federal employees. The Old Clinic was too small with few staff. New Clinic does, however, house some of the Tribal Programs. Worked with Rockville, Maryland, in the acquisition of a NIAAA grant for an Alcohol and Drug Rehabilitation Center. Is currently the only Tribally owned inpatient facility in the Northwest.

Other employment: Worked administratively for the Bureau of Commercial Fisheries, Branch of Technology and the Bureau of Land Management, U.S. Department of the Interior, Washington, D.C. in the 1960's. In 60's and 70's worked for U.S. Department of Agriculture, Farmers Home Administration in Pocatello and Blackfoot, Idaho; Federal Aviation Administration in Idaho Falls, and Pocatello, Idaho. Had Employment with Talent Search Program, worked for Manpower Development and the Financial Aid Office for Idaho State University, Pocatello, ID

Committees and Organizations:

- National Congress of American Indians, Delegate from the Shoshone-Bannock Tribes, 2004-2006, Also an individual member.
- Affiliated Tribes of the Northwest Indians, Delegate from the Shoshone-Bannock Tribes, 2007-2006
- Council of Energy Resource Tribes, Delegate, 2003-2006, for Chairman and as Chairperson
- Indian Council of Indian Affairs, State of Idaho, 4 yrs. Co-Chair, 2004-5, Boise, Idaho
- Intertribal Monitoring Association, 3 yrs, 2003-2006, Albuquerque, New Mexico
- Initiator and Signatory to the Memorandum of Agreement to combat the meth/drug problems afflicting southeastern Idaho, 2003-2004 signed by the Fort Hall Business Council, County Commissioners of Bannock, Power and Bingham Counties, Mayors of Pocatello, Chubbuck, Blackfoot, Counties of

Bingham, Power, Bannock Law Enforcement of those jurisdictions, Cities of Pocatello, Blackfoot, American Falls Chiefs of Police and the Shoshone-Bannock Tribes Law Enforcement Chief of Police

- Member of the NW Indian Health Board, 1976-93
- Member of the Region VI Health & Welfare Advisory Board, Pocatello, 1976-93
- Member of Idaho State University President's Committee,
- Idaho State University Associated Students Association, Senator, two-three yrs.
- Adjunct Faculty Member, Nursing Program, Idaho State University, 1984-85.

Honors:

- Servant & Representative of the Shoshone-Bannock People, 5 years, 2000-2006
- Recognition from Ft. Hall Elementary School for Community Support 2005
- NW Indian Health Board Recognition for Health Promotion, 1989
- National Indian Health Board Health Promotion and Education Award, 1989
- Recognition Award for Health Promotion and Disease Prevention from the Director of the Indian Service Public Health Service, U.S. Department of Health & Human Services, 1989
- Recognition Awards from the Shoshone-Bannock Tribes for Health Promotion and Disease Prevention, 1980's
- Community Support Award from School District 55, 1980's
- High School and college-held various offices of the class and various school organizations.

Other interests:

- " Still pondering the 6 k run back east.
- Planning participation in the senior Olympics
- Writing short-story plays
- Drawing, sketching.
- **Antiquing**
- **Gardening**
- Raising grand children.
- Planning ironwork art in near future,
- Fulfilling commitment of seven more years with Tribal Council in the future.
- Healing Mother Earth

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**Sherice Racehorse Gould**

RT 2 N BOX 76B POCATELLO, IDAHO 83202  
(208) 237-9640; (208) 240-5515  
racehorsegould@gmail.com

EDUCATION

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- 2007-  
2011      **Master of Science in Anthropology**      Idaho State University Pocatello, Idaho  
• Emphasis in Linguistics and Medical Anthropology
- 1998-  
2007      **Bachelor of Arts in General Studies**      Idaho State University Pocatello, Idaho  
• Emphasis in Linguistics and Native American Studies

EXPERIENCE

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- 2009-  
PRESENT      **Language and Cultural Preservation Department Director**  
*Shoshone-Bannock Tribes*      *Fort Hall, Idaho*
- Department includes supervision of Language Preservation Program, Archives, Museum, Ancestral Research/Special Collections, Original Territories and Historical Research Program, Tourism/Byway Liaison and Shoshoni Language Charter School Initiative.
  - \$500K+ Budget preparation and oversight.
  - Grant proposal submission to National Science Foundation, Administration for Native Americans, National Historical Society and Potlatch Foundation.
  - Shoshone-Bannock Tribes Advisory Board member
  - NDN Scholars Advisor
  - ChiefTahgee Board of Trustees Treasurer
- 2007-  
2009      **Teaching Assistant Native American Studies**  
*Idaho State University*      *Pocatello, Idaho*
- 10/1999-  
10/2003      **Administrative Officer- Enrollment Department**  
*Shoshone-Bannock Tribes*      *Fort Hall, Idaho*
- Assistant to Director-Delegated supervisory responsibility three employees.
  - Prepared and monitored fiscal budget.
  - Prepared grant proposals.
  - Oversaw financial disbursements.
  - Process tribal enrollment applications with recommendations.
- 3/1999-  
10/1999      **Accountant- Finance Department (Temporary Position)**  
*Shoshone-Bannock Tribes*      *Fort Hall, Idaho*
- Administered General Fund and Indirect Cost accounts.
  - Processed General Ledger and Journal Voucher entries on a monthly basis.
  - Reconciled bank accounts.
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6/1996- 6/1999	<b><i>Credit Board Chairwoman (Fort Hall Business Council Appointment)</i></b> <i>Shoshone-Bannock Tribes</i> <span style="float: right;"><i>Fort Hall, Idaho</i></span> <ul style="list-style-type: none"><li>• Recommend loans for approval or disapproval.</li><li>• Revamp Bylaws and Procedures.</li><li>• Member Sovereign Lending Task Force.</li></ul>
12/1991- 7/1994	<b><i>Internal Auditor/Senior Accountant</i></b> <i>Colville Tribal Enterprise Corporation</i> <span style="float: right;"><i>Coulee Dam, Washington</i></span> <ul style="list-style-type: none"><li>• Ensured all financial accounting policies, procedures, and practices are implemented and followed.</li><li>• Developed Accounting Internal Procedures Manual for (15) entities.</li><li>• Audited monthly and year-end financial statements for (18) entities.</li><li>• Consolidated financial statements for submission to independent CPA firm.</li><li>• Responsible for preparation of financial reports for eight entities consisting of (1) Bingo Hall (4) Trading Post Stores (1) Agribusiness (1) Houseboat Recreational Enterprise (1) Construction Business.</li><li>• Maintain all general accounting functions including all transactions relating to cash, receivables, fixed assets, accounts payable and accrued or prepaid expenses.</li><li>• Monitored cash and holding accounts to maintain cash balances and reconcile accounts on a daily basis.</li></ul>

REFERENCES

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Available Upon Request

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Tyson O. Shay  
P.O.Box 716  
Ft. Hall, ID 83203  
tshay@sbtribes.com

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Objective: To obtain the Self-Reliance Instructor Position and help the TANF Program achieve its organizational goals.

**IDGHLIGHTS OF QUALIFICATIONS**

- Experienced **Manager/Coordinator** with successful **outcomes**.
- Achieved organizational objectives and beyond.
- Skilled in various aspects of business and human resources.
- Informed general public of business promotions and other **functions**.

**WORK EXPERIENCE**

- |              |  |               |
|--------------|--|---------------|
| 2010-Present | <b>Self-Reliance Instructor</b><br>Shoshone-Bannock EET/TANF Program   | Fort Hall, ID |
|              | <ul style="list-style-type: none"><li>• Developed curriculum and instructed Job Search/Readiness <b>courses</b>.</li><li>• Recorded in Tribal Assistance System and processed payments for Work Experience <b>participants</b>.</li><li>• Processed Transitional Service payments for participants transitioning into the <b>workforce</b>.</li><li>• Provided services to participants and general public in the computer learning <b>lab</b>.</li><li>• Collected data based on participant work <b>experiences</b>.</li></ul> |               |
| 2009-2010    | <b>Native American Business Administration Program Coordinator</b><br>Idaho State University   | Pocatello, ID |
|              | <ul style="list-style-type: none"><li>• Managed scholarship funding and distribution for stqdenets in the NABA <b>Program</b>.</li><li>• Applied methods of recruitment and retention of Native American <b>students</b>.</li><li>• Coordinated with the Dean, Ph. D's and MBA colleagues in the College of <b>Business</b>.</li><li>• Collaborated with professors and administration in developing the Indigenous Nations <b>Institute</b>.</li></ul>  |               |
| 2009-2009    | <b>Summer Youth Employment Coordinator</b><br>Shoshone-Bannock Tribes  | Fort Hall, ID |
|              | <ul style="list-style-type: none"><li>• Managed daily operations of the <b>SummerYouth Employment Program</b>.</li><li>• Processed bi-weekly payroll for <b>SummerYouth participants</b>.</li><li>• Negotiated and created worksites within various tribal departments for <b>youth</b>.</li><li>• Coordinated with <b>477 administrations</b> on events for participants of the <b>SYEP Program</b>.</li></ul>  |               |
| 2006-2008    | <b>Bannock Peak Site Manager</b><br>Shoshone-Bannock Tribal Enterprise   | Fort Hall, ID |
|              | <ul style="list-style-type: none"><li>• Managed daily operations of the <b>Bannock Peak Truck Stop</b>.</li><li>• Prepared daily deposits and <b>reconciliations</b>.</li><li>• Oversaw and scheduled work shifts for a staff of thirteen <b>employees</b>.</li><li>• Ensured products and inventory were at par level.</li><li>• Coordinated with major franchise retailers such as <b>Coke, Pepsi, and Marlboro</b>.</li></ul>   |               |

**EDUCATION**

Bachelor of Business Administration, Management (Currently a senior)  
Idaho State University

**April 5, 2012**

Curriculum Vitae

Drusilla Gould  
Shoshone-Bannock Tribal Member  
Fort Hall, Idaho  
Department of Anthropology, American Indian Studies Program  
Idaho State University  
Campus Box 8005  
Pocatello, Idaho 83204-8005

Areas of Specialization

Shoshoni Language Revitalization and Documentation  
Applied Linguistics – Curriculum Development of Shoshoni Literacy Program  
Cultural Survival (language, ethics, natural resources)  
Community Health  
Traditional Indigenous Parenting  
Cultural Resiliency, Historical Trauma  
Shoshoni Tribal History and Oral Traditions

Current Positions and Academic Work History

Full-Time Adjunct Instructor (2005-Present). Department of Anthropology, American Indian Studies Program, Idaho State University - Pocatello, Idaho.

Part-time Adjunct Instructor (1989-2004). Department of Anthropology, American Indian Studies Program, Idaho State University – Pocatello, Idaho.

Courses taught at Idaho State University since Fall 1989

1. Elementary Shoshoni-ANTH/SHOS 101/102
2. Intermediate Shoshoni-ANTH/SHOS 201/202
3. Advanced Shoshoni Grammar-ANTH 499/599
4. Native American Women-ANTH 472
5. Traditional Indigenous Parenting-ANTH 299
6. Special Problems in Management – Event Planning-MGT 492/592
7. Native American Arts-ANTH 472/572
8. Conversational Shoshoni-ANTH 299
9. Shoshoni Language Creative Writing-ANTH 498P-01

Education

Idaho State University; Pocatello, Idaho 1985-1987 – General Studies and Cultural Anthropology Courses.

Smithsonian Institution; 1994 - Office of Museum Programs – American Indian Museum Studies Program ‘Telling Your Story – Small Exhibits for Tribal Museums’ sponsored by the Wichita and Affiliated Tribes of Oklahoma – Museum Exhibit Training

Weber State University; Ogden, Utah 1984 – Linguistics and Curriculum Development for Native American Language Programs.

University of Arizona; Tempe, Arizona – Summer 1986 – American Indian Language Development Institute [AILDI] – Linguistics and Curriculum Development.

Highland High School; Pocatello, Idaho  
Hawthorne Jr. High School; Pocatello, Idaho  
Tyhee Elementary School; Pocatello, Idaho

Publications

Gould, Drusilla and Dr. Christopher Loether. 2002. *An Introduction to the Shoshoni Language: Dammien Daigwape*. The University of Utah Press, Salt Lake City, UT.

Peer-Reviewed Journal Articles

Maria Glowacka and Drusilla Gould. 2008. “Coyote May Carry you Off on His Tail”. A Shoshoni Perspective on Ethics. *Anthropology and Humanism*. 33 (1/2):30-37  
Blackwell

Gould, Drusilla and Maria Glowacka. 2004. *Nagotoohgahni*” The Bonding between Mother and Child in Shoshoni Tradition. *Ethnology. An International Journal of Cultural and Social Anthropology*. XLIII (2). 185-191. The University of Pittsburgh.

Technical Reports

2003 Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment. A Report of Shoshone and Bannock Tribal Uses of Resources. [Drusilla Gould is one of the Shoshone-Bannock contributors]

Note: The information contained in this report is strictly confidential and will not without the Fort Hall Business Council’s express written authorization, disclose, release, or produce any information to any third party, firm, business, university, nonprofit organization, state or federal government agency, or corporation for any purpose.

Selected Presentations

“Coyote May Carry You Off on His Tail” Reflections on Traditional Shoshoni Ethics. (co-presenter M. Glowacka). Numic Studies Symposium: Ethnography, Linguistics, and Archeology, 39<sup>th</sup> Anthropological Great Basin Conference, Las Vegas, October 2006.

A Shoshoni Perspective on Ethics (co-presenter M. Glowacka). The Friends of Uto-Aztecan Conference, University of Utah. Salt Lake City. August 2006.

*Nagotoohgahni*: Revival of Child Rearing Practice (co-presenter M. Glowacka). 59<sup>th</sup> Northwest Anthropological Conference, Seattle, March 2006. Seattle, March 2006.

*Nagotoohgahni*. Working Together (co-presenter M. Glowacka). 65<sup>th</sup> Conference of Society for Applied Anthropology, Santa Fe, New Mexico. April 2005.

Nagotoohgahni – The Maternal Nurturance of Infants in Shoshoni Tradition (co-presenter M. Glowacka). 29<sup>th</sup> Great Basin Anthropological Conference. Symposium on Numic Religion. Sparks, Nevada. October 2004.

*Nagotooh-gahni* – Bonding Between Mother and Child in Shoshoni Tradition (co-presenter M. Glowacka). International Conference: Scientific and Religious Approaches Towards Altruism. Organizers: Villanova University and Harvard University. Philadelphia. June 2003.

*Nagotooh-gahni* – The Shoshoni Model of Maternal Nurturance of Infants (co-presenter M. Glowacka). Idaho State University. Pocatello. April 2003.

Invited Community Presentations

Traditional Shoshoni Parenting. Working Together. Idaho State University – College of Pharmacy, Pocatello. February 2008. With M. Glowacka.

The Art of Gender in Everyday Life Conference. Anderson Center, Idaho State University. Pocatello, Idaho. March 6 & 7, 2007.

Indigenous Traditional Parenting. Invited Workshop. 6<sup>th</sup> Annual Conference of Idaho Children’s Trust Fund: Strengthening Families to Prevent Child Abuse and Neglect. Boise. April 14-15, 2005. With M. Glowacka.

Nagotoohgahni Project. Wind River Wellness Conference, Eastern Shoshone Wind River Reservation. Wyoming. February 8-9, 2005. With M. Glowacka.

Nagotoohgahni Project. Fort Hall Reservation-wide Baby Shower. Shoshone-Bannock Reservation. Fort Hall, Idaho. February 2004. With M. Glowacka.

Nagotoohgahni Project. Fort Hall Reservation-wide Baby Shower. Shoshone-Bannock Reservation. Fort Hall, Idaho. October 2004. With M. Glowacka.

Indigenous Traditional Parenting. Idaho State University – College of Pharmacy. Pocatello, Idaho. February 16, 2005. With M. Glowacka.

Traditional Indigenous Parenting. Idaho State University – Janet C. Anderson Gender Center. September 29, 2005. With M. Glowacka.

Nagotooh(gahni) Project. 18<sup>th</sup> Idaho Conference on Health Care. October 2005. With M. Glowacka.

Legislative Reception. Invited presentation/display of the Idaho State University Shoshoni Culture and Language Programs. Boise, Idaho. February 17, 2005. With M. Glowacka.

Nagotooh(gahni) Project – Traditional Parenting. Temporary Assistance for Needy Families (TANF). Fort Hall. November 7, 2005. With M. Glowacka.

Academic Projects and Consultancy Experience in the Area of Linguistics

2001-present Shoshoni On-line Dictionary. (in collaboration with Dr. Christopher Loether). Department of Anthropology, American Indian Studies Program, Idaho State University.

1989-present Shoshoni Language Project. Co-director with Dr. Christopher Loether.

2000-present Wick. R. Miller Collection. Center for American Indian Languages (CAIL). University of Utah. Project Director Dr. Mauricio Mixco, Department of Linguistics. Funded by the National Science Foundation and Barrick Gold Corporation.

Consultant. Transcriptions, translations of a large collection of narratives provided by tribal elders from the Great Basin area (speakers of Shoshoni, Goshiute and Paiute languages).

2003-2004 ANA Language Preservation Program. Ely Shoshone Tribe.

Consultant - Developing the Shoshoni Ely Shoshone Language curriculum to be used in the Ely Language Preservation Program and by the ANA

- Language Design and Implementation Program. Developing written materials by using Wick Miller Orthography.
- 1997 "Wind River" the movie. St. George, Utah, Dayton Studios and Los Angeles, California.
- Language Coach for the production of a full length feature movie "Wind River". Transcribe/translate and instruct Movie Actors in preparation for speaking parts in the movie.
- 1995-1996 Comparative Numic Lexicon Project. Utah State University. Director Dr. John McClaughlin, Department of English funded by the National Endowment for the Humanities Grant.
- Consultant - Translating Shoshone material to provide narrative Shoshone vocabulary to build dictionaries of seven numic languages.
- March 2005 Evaluation of Language and Interpretation Skills of Participants in Medical Interpretation Training for Morales Dimmic Translation Service.
- Evaluator – Evaluation of individuals for the purpose of certification to work with Shoshoni Tribal members in Health Care.

Academic Project and Consultancy Experience in the Area of Cultural Studies

- 2008 Cultural Consultant to the authors Linda Peavy and Ursula Smith, Full-Court Quest – The Girls from Fort Shaw Indian School Basketball Championships of the World. University of Oklahoma Press. Norman, Oklahoma
- 5/07 – 6/07 Traditional Plant Identification and Collecting. Bureau of Land Management – Shoshone, Idaho.
- Cultural Consultant – Locate traditional gathering sites, video tape methods of gathering, preparation and cooking of natural plants for educational video "How to Gather Bitterroot".
- 11/08 – 10/09 Ethnographic Description of Images of Shoshoni Life as Presented in the Archival Photographs, ca. 1870-1940. Idaho State University. (funded by the Idaho Humanities Council Research Fellowship).

- Cultural Consultant – Ethnographic Description of Photographs using Shoshoni vocabulary. Developing educational materials for the community.
- 3/07 – 5/07 Native American Heritage Month – “Native American Women’s Art Show”. Idaho Museum of Natural History Transition Gallery, Idaho State University. (sponsored by the Women’s Studies Program, Idaho State University)
- Cultural Consultant – Collect, Design and Exhibit Traditional Shoshoni Regalia.
- 2006 Bannock Ecological – Traditional Use Study Report of Natural Resources in Grand Teton, Yellowstone National Parks and the National Elk Refuge (study area). Fort Hall, Idaho.
- Cultural Consultant - Research in identification of all natural plants, animals and minerals which included thermal mud, water and rocks such as obsidian, chert and steatite, etc. and their locations by Native Shoshoni and English names.
- 2006 Cultural Consultant to the author Joanna Cohan Sherer, A Danish Photographer of Idaho Indians: Benedict Wrensted. Norman, OK: University of Oklahoma Press, 2006: xiii+157pp., notes, bibliography, index, 91 illus.
- 11/05 -12/06 Deniwape/Reconstruction of Traditional Shoshoni Ethics Project. Idaho State University (funded by the Idaho Humanities Council Research Fellowship).
- Cultural Consultant – Describing Traditional Ethics as presented in Traditional Shoshoni Narratives and developing community materials.
- 1/03 – 5/04 Nagotoohgahni/The Shoshoni Model of Maternal Nurturance of Infants. Idaho State University (funded by Idaho State University Humanities/Social Sciences Research Committee).
- Cultural Consultant – Provide cultural knowledge of Shoshoni practices of parenting and child nurturing. Developing curriculum for a new university course ANTH 299 – Indigenous Traditional Parenting.
- 2004 Winter Games 2004. Salt Lake City, Utah
- Cultural Consultant - Coordinated the Welcome Ceremonies in the Athlete Village to the Olympiads and Co-coordinated with Ms. Phyllis Nassi in



presenting Native American Tribes to the world in the Opening Ceremony.

- 2003 Cultural Consultant to National Park Service for the project Ethnographic Survey for Yellowstone National Park Obsidian Cliff Road Segment and for the International Conference associated with the project at Mammoth Hot Springs, Yellowstone National Park.
- 2002 Cultural Consultant to author Christopher J. Noller for a Master's Thesis 'Shoshoni Place Names on the Fort Hall Indian Reservation'. Idaho State University.
- 2001 Cultural Consultant to the authors Patricia A. Dean and Clayton F. Marler for the journal article 'Shoshoni Spirituality and Enhancing Archaeological Interpretation in Southeast Idaho in the SAA Archaeological Record, Vol. 1, No. 2. Washington, DC.
- 1999 Cultural Consultant to the author Lois Sherr Dubin for 'North American Indian Jewelry and Adornment – From prehistory to the present'. New York, Harry N. Abrams, Inc.

**Professional Development**

Work in collaboration with the Director of the Linguistics Department, Dr. Mauricio Mixco and Dr. Marianna DiPaolo, Center for American Indian Languages (CAIL), University of Utah, who are very instrumental in providing the technical training needed for linguistic research, data collection, transcription programs (audacity), restoration of old data on reel-to-reel tapes and tips on how to protect archival data.

Appendix AM – Start-Up Budget Assumptions

Revenue

- Assuming 90% attendance, twenty-two (22) kindergarten and eighty-eight (88) 1<sup>st</sup>-6<sup>th</sup> grade students generate 6.0 support units in the calculations.
- According to the Salary Apportionment Worksheet, 6.0 support units for an instructional index of 1.15870 provides \$198,000.72 for instructional salaries and an administrative index of 1.3426 provides \$18,911.37 for administrative salaries. Noncertified salaries totaled \$56, 494, and \$46,588 for benefit apportionment. **It appears that CTEA will receive a total of \$273,405 for salaries, but will spend \$352,000 in Year One. Is this correct?**
- Estimating the M&O state support revenue using 6.0 support units provides for \$117,756 entitlement. Consequently, total state support equals \$422,593 for 100 students, a per pupil estimate of \$4225.
- State transportation reimbursement at 50%.
- Nutrition program revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341 – The revenue zeros out with the expenditures.
- Impact Aid (PL 81-874) funds were calculated for 95% of the CTEA enrollment (American Indian) according to actual per pupil revenue received by the Blackfoot School District #55; it may be more (See Appendix AR). **How will movement of the American Indian pupils into CTEA affect the district as a result of these funds? What “few strings” are attached to the Impact Aid funds?**
- Johnson O'Malley funds were calculated for 95% of the CTEA's enrollment according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot School District #55 for Johnson O'Malley (\$36,000) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix AS). **Please provide additional information regarding Johnson O'Malley funds; a summary of from where these funds come and in what ways they must be used would be very helpful. Also, how will movement of the American Indian pupils into CTEA affect the district as a result of these funds?**
- Title II-A funds were averaged from per pupil revenue from the Blackfoot School District #55, Lapwai School District #341, and Idaho Science and Technology Charter School.
- Title I-A funds were averaged from per pupil revenue from the Blackfoot School District #55 and Lapwai School District #341 and calculated at 80% of the projected CTEA enrollment; it may be more. An average per grade estimate of economically disadvantaged students at these districts was divided into their total Title I-A funds. The economically disadvantaged students at Stalker Elementary were estimated at 70% and Fort Hall Elementary has 82% of its students classified as economically disadvantaged.
- IDEA Part B and State Special Education funds were provided by Lester Wyre based on enrollment of 100 students.
- Title VII-A (Indian Education Program) funds were calculated for 95% of the school's American Indian population according to per pupil revenue received by the Blackfoot School District #55; it may be more. The total funding received by the Blackfoot School District #55 for Johnson O'Malley (\$100,727) was divided by their total American Indian Population to obtain a per pupil estimate. (See Appendix AT).

## April 5, 2012

- Medicaid revenue was averaged on a per pupil basis from the Blackfoot School District #55 and Lapwai School District #341
- J.A. and Kathryn Albertson Foundation grant for \$250,000 according to personal contact with Michelle Clement-Taylor on 9/8/2011. **Do you have a sense of when these funds will be received? Does CTEA intend to use some or all of these funds in the pre-opening year?**
- The board has set a goal of \$150,000 in grants and donations by the first year of operation, but none have been included in the budget at this point.

### Expenditures

- Staffing levels are noted at an average rate, depending on experience and education.
- Retirement/PERSI and payroll taxes calculated at the current standard rates.
- Workman's compensation has been calculated at current rates for professional/clerical and other school employees.
- \$450 per month per employee has been allocated to purchase group health insurance.
- Initial textbook, furniture, supplies, and equipment purchases have been calculated through various vendors. Much of the K-2 curriculum is currently under development through the Culture and Language Department of the Shoshone-Bannock Tribes. A curriculum developer will continue to design and develop much of the school's curriculum on an ongoing basis. **When will the curriculum be finished and related materials printed/fabricated? The educational program appears to assume that the entire Shoshoni curriculum will be available from the first day of operations. What costs are associated with development of the curriculum, and how will they be covered?**
- Facility expenditures are based on rental costs associated with the portable campus model; a cost of \$50,000 is noted in the first year budget for an estimation of the delivery and setup of two classroom units, an office, and bathrooms. Land has been provided through resolution by the Shoshone-Bannock Tribes. **Please provide a copy of this resolution. The resolution included in Appendix AK does not appear to make this commitment.** Delivery and setup costs for new modules have been noted during the years of expansion.
- Contracted services reflect possible school psychologist, counseling, occupational therapy, and physical therapy, and other service personnel fees. Tribal members already receive many of these services through the Tribes.
- Utilities were estimated from the modular utilities costs at Idaho Science & Technology Charter School.
- Network Administration fees have been calculated for approximately 250 hours of labor. Technology expenditures include purchases for networking components and computers that depreciate rapidly and leases for other products and components. The 1<sup>st</sup> & 2<sup>nd</sup> year budget includes the necessary components for a network of 135 computers; subsequent years reflect continued lease contracts and new computers as the student population increases.
- Other operating expenses have been determined from, are similar to, other school districts and charter school expenditures.

**April 5, 2012**

- Transportation expenses are estimated from local busing companies student counts and estimates of routes and the like. This cost may decrease when negotiations with the Shoshone-Bannock Jr/Sr High School conclude. **Please provide written estimates from the busing companies.**
- Nutrition Program expenses are similar to the per pupil costs included in the Blackfoot School District #55 and Lapwai School District #341 budgets.

CTEA - Startup Budget						
	Date	Amount	January-May 2013	June 2013	July 2013	
<b>Revenues:</b>						
Albertson's Grant	July 2012	\$250,000				
Shoshone-Bannock Tribes	July 2011 - Ongoing	Salaries, Supplies, Computers, & Office for Curriculum Developers & Charter School Coordinator.				
Grants/Contributions/Donations		CTEA has developed a grant strategy with over 30 possible significant grant opportunities of \$50,000+. Our expected goal is \$150,000				
Start-up Grant		TBD				
<b>Total Revenues</b>		<b>\$250,000</b>				
<b>Expenses:</b>						
<b>Salaries:</b>						
Administration				\$5,833.34	\$5,833.34	
<b>Benefits:</b>						
				\$1,538.00	\$1,538.00	
<b>Operating Expenses:</b>						
Textbooks/Software		\$35,000				\$35,000.00
Equipment & Supplies		\$70,000		\$25,000.00		\$25,000.00
Contract Services		\$20,000		\$769.23		\$769.23
Network/Technology Administrator		\$15,000		\$4,500.00		\$4,500.00
Legal		\$3,000				\$3,000.00
Accounting/Consulting		\$5,000		\$2,500.00		
Advertising/Marketing		\$5,000	\$2,500.00	\$2,500.00		
Utilities		\$18,000				
Liability & Property Insurance		\$7,000				\$7,000.00
Testing & Assessment		\$3,000				
Staff Development		\$5,000				
Travel		\$4,000		\$250.00		\$250.00
Postage		\$1,000		\$71.43		\$71.43
Initial Facilities Set-up		\$50,000				\$50,000.00
Rents and Leases		\$43,000				
Technology		\$70,000				\$52,500.00
Grounds & Maintenance		\$2,000				
Substitutes		\$3,000				
Miscellaneous		\$2,000				
<b>Total Operating Expenses</b>		<b>\$361,000</b>		<b>\$45,462.00</b>	<b>\$230,924.00</b>	
<b>Total Expenses</b>				<b>\$45,462.00</b>	<b>\$230,924.00</b>	
<b>Net Operating Income/(Loss)</b>				<b>\$204,538.00</b>	<b>\$19,076.00</b>	

<b>CTEA - Furniture &amp; Supplies Estimates</b>			
	<b>Per Item</b>	<b>Number</b>	<b>Total Cost</b>
Horseshoe Tables	\$175.00	6	\$1,050.00
Tables	\$125.00	24	\$3,000.00
Chairs	\$40.00	130	\$5,200.00
Desks	\$50.00	130	\$6,500.00
Office/Teacher Chairs	\$125.00	10	\$1,250.00
Filing Cabinets	\$75.00	9	\$675.00
Storage Cabinets	\$150.00	10	\$1,500.00
Cubby Holes	\$20.00	130	\$2,600.00
Office/Teacher Desks	\$600.00	12	\$7,200.00
Coat/Backpack Hangers	\$25.00	12	\$300.00
Office Supplies	\$150.00	7	\$1,050.00
Copy Paper	\$30.00	70	\$2,100.00
Smart Boards	\$1,500.00	6	\$9,000.00
Cleaning Products/Bathroom Paper	\$2,500.00	1	\$2,500.00
Xerox Copier - Color Printer	\$10,000.00	1	\$10,000.00
Posters & Manipulatives	\$1,000.00	5	\$5,000.00
Reading Books	\$5,000.00	1	\$5,000.00
Workroom Equipment	\$3,000.00	1	\$3,000.00
Miscellaneous - Toner, Cardstock, etc.	\$3,075.00	1	\$3,075.00
		<b>Total</b>	<b>\$70,000.00</b>
<p>All furniture prices are quoted from ATD American. Other supplies and equipment compared from various online stores.</p>			

CTEA - 1st Year Curriculum Budget								
	K	1st	2nd	3rd	4th	5th	6th	Totals
Science	2500	2500	2500	2500	2500	2500		12500
Math	2500	2500	2500	2500	2500	2500		12500
Reading/Language		2000	2000	1000	1000	1000	1000	8000
Shoshoni Language	Curriculum will be Developed							
Social Studies	Curriculum will be Developed							
Health	Curriculum will be Developed							
Physical Education	Curriculum will be Developed							
Technology	Curriculum will be Developed							
							Total	33000

These budget projections will provide enough material for the first 3 years of operation, as the first and second grades separate and open to full enrollment of 24 students.

Posters & manipulatives have been included in the furniture & supplies line item for 5 classrooms totally \$5000.

The Shoshone-Bannock Tribes currently employ two curriculum developers and multiple linguists. Dr. Cyd Crue has here Ph.D. in sociology and has a Social Studies endorsement in Secondary Education. Joel F. Weaver has completed all but a dissertation for a doctorate in Educational Leadership/Instructional Technology & Design. He has a a Principal endorsement and is endorsed in K-12 Physical Education & Spanish and 6-12 History & Humanities. He has a Masters degree in Health, Physical Education, & Recreation.

<b>CTEA - Computer Equipment</b>			
<b>Product</b>	<b>Price</b>	<b>Quantity</b>	<b>Total</b>
HP File/Print Server LH 3000	\$4,500.00	1	\$4,500.00
Printers & Fax	\$200.00	10	\$2,000.00
Desktop Computers	\$600.00	75	\$45,000.00
CAT 5 Cable (1,000 feet)	\$150.00	3	\$450.00
EtherFast II 24-Port 10/100 Switch	\$800.00	5	\$4,000.00
Ethernet Router	\$1,000.00	1	\$1,000.00
RJ45 Plugs - *Packs of 50	\$50.00	5	\$250.00
Firewall Gateway	\$1,500.00	1	\$1,500.00
Telephones/Intercom	\$500.00	1	\$500.00
Projectors	\$800.00	6	\$4,800.00
Software	\$6,000.00	1	\$6,000.00
		<b>Total</b>	<b>\$70,000.00</b>



April 5, 2012



WILLIAMS SCOTSMAN, INC

Quote Number: 123818  
Date: May 06, 2011

Phone: (208)461-1385 Ext.  
Fax: (208) 461-2595  
Toll Free: 800-782-1500  
Jay Madison  
Sales Representative  
jay.madison@willscot.com

QUOTATION NO. 123818		
<b>Customer:</b> Joel Weaver 1234 Main St. Blackfoot, Idaho 83221	<b>Contact:</b> Joel Weaver 1234 Main St. Blackfoot, ID 83221 Phone: 208-757-8072 Fax: Email: weavjoel@isu.edu	<b>Ship To:</b>  BLACKFOOT, ID 83221 US

PRODUCT SUMMARY	
QTY	PRODUCT
6	CL6424

PRICING SUMMARY - ALL OPTIONS	
MONTHLY CHARGES:	\$5,759.88
INITIAL FEES:	\$51,053.34
FINAL CHARGES:	\$30,374.82
<b>TOTAL CHARGES WITH ALL OPTIONS:</b>	<b>\$288,783.84</b>

\*Proceeding Quote Pages Reflect the Price of an Individual Trailer

- The initial estimate reflects 6 classroom units, when all that will be needed for 102 students is 2 units, 1 office (Same as Classroom), and 1 restroom; since the restroom is considerable smaller, an estimated quote was solicited over the telephone and averaged from other quotes. Depending on the location provided by the Shoshone-Bannock Tribes, a portable restroom may not be needed.
- Skirting will be purchased and installed locally, thus decreasing the total initial cost by approximately \$1,100 per unit.

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Total Adjusted Costs:  $3529.85 \times 12 = \$42,359.28$  per year  
 3 Classroom/Office Units @  $\$959.95 \times 12$  months =  $\$34,559.28$   
 1 Bathroom Unit @  $\$650.00 \times 12$  Months =  $\$7800.00$

-----

Total Installation:  $\$7397.09 \times 4$  units =  $29,588.36$

Delivery	\$2,351.26
Installation	\$3,018.00
Tie Downs	\$600.72
Skirting w/Labor	\$1,000.00
Ramp Installation	\$352.11
Total	\$7397.09 per unit

-----

Total Property Preparation & Set-Up:  $\$47,588.36$   
 Portables Installation =  $\$29,588.36$   
 Water & Sewer Hookup =  $\$5000.00$   
 Property Prep (Walks & Parking) =  $\$8,000$   
 Electrical Hookup =  $\$5,000$

2 Pages in Quote

Chief Tahgee Elementary Academy

EIN 45-3150830

Page 356 of 416

April 5, 2012



WILLIAMS SCOTSMAN, INC

Quote Number: 123818  
Date: May 06, 2011

Phone: (208)461-1385 Ext.  
Fax: (208) 461-2595  
Toll Free: 800-782-1500  
Jay Madison  
Sales Representative  
jay.madison@willscot.com

**QUOTATION NO. 123818**

<b>Customer:</b> Blackfoot Charter 1234 Main St. Blackfoot, Idaho 83221	<b>Contact:</b> Joel Weaver 1234 Main St. Blackfoot, ID 83221 Phone: 208-757-8072 Fax: Email: weavjoel@isu.edu	<b>Ship To:</b>  BLACKFOOT, ID 83221 US
--	--	--

**UNIT DESCRIPTION AND PRICING**  
64x24 Classroom (60x24 Box)

<b>Option</b>	<b>Minimum Term</b>	<b>Monthly Rate</b>	<b>DELIVERY FREIGHT:</b>	\$2,351.26
1	36 Months	\$790.00	<b>INSTALLATION:</b>	\$3,018.00
			<b>TEARDOWN:</b>	\$2,011.20
			<b>RETURN FREIGHT:</b>	\$2,351.26

Insurance Valuation: \$64,329.00

**OPTIONS**

QTY	DESCRIPTIONS	PRICE	FREQUENCY	EXTENDED
12	Tiedowns into dirt	\$50.06	Initial	\$600.72
168	Wood skirting	\$12.96	Initial	\$2,177.28
168	Skirting Removal - Wood LF	\$2.49	Final	\$418.32
1	Ramp - Delivery & Installation	\$352.11	Initial	\$352.11
1	Ramp - Knockdown & Removal	\$281.69	Final	\$281.69
1	Ramp - 30' & under (ext. landing) (R)	\$149.99	Monthly	\$149.99
1	Steps - OSHA Aluminum Rental	\$19.99	Monthly	\$19.99

**SUMMARY**

In addition to the above quoted prices, customer shall pay Williams Scotsman any local, state, or provincial, federal and/or personal property tax or fees related to the equipment or its user. Physical Damage & commercial liability insurance coverage are required beginning on the date of delivery.

Williams Scotsman is not responsible for changes required by local code or building inspectors. Customer is responsible for locating and marking underground utilities prior to delivery. Quote assumes a level site with clear access.

<b>MONTHLY CHARGES:</b>	\$959.98
<b>INITIAL CHARGES:</b>	\$8,499.37
<b>FINAL CHARGES:</b>	\$5,062.47
<b>TOTAL CHARGES:</b>	\$48,121.12

Appendix AN – Three Year Projected Operating Budget

	Year 1			Year 2		
	Number	Rate	Amount	Number	Rate	Amount
Number of Students	100			124		
<b>Revenues:</b>						
State Apportionment		\$ 4,225	\$422,500		\$ 4,225	\$523,900
State Transportation		50%	22,500		50%	27,900
Nutrition Program	\$ 425		42,500	\$ 425		52,700
Impact Aid (PL 81-874)	\$ 930		88,350	\$ 930		109,554
Johnson O'Malley	\$ 80		7,600	\$ 80		9,424
Title II-A	\$ 90		9,000	\$ 90		11,160
Title I-A	\$ 450		36,000	\$ 450		44,640
State Special Education			7,000			7,350
IDEA Part B			35,000			36,750
Title VII	\$ 250		23,750	\$ 250		29,450
Medicaid	\$ 50		5,000	\$ 50		6,200
Albertson's Grant			250,000			
Contributions/Donations			TBD			TBD
Start-up Grant			TBD			TBD
Total Grants & Donations	199,700					
<a href="#">Insert Revenue Lines Here</a>						
<b>Total Revenues</b>			\$949,200			\$859,028
	206,700					
<b>Expenses:</b>						
<b>Salaries:</b>						
Teachers	\$ 33,000	4	\$132,000	\$ 33,990	5	\$169,950
Curriculum & Instruction/Para	\$ 45,000	1	\$45,000	\$ 46,350	1	\$46,350
Special Ed	\$ 35,000	1	35,000	\$ 36,050	1	36,050
Paraprofessionals	\$ 10,000	4	40,000	\$ 10,300	4	41,200
Classified/Office Staff	\$ 20,000	1	20,000	\$ 20,600	1	20,600
Administration	\$ 70,000	1	70,000	\$ 72,100	1	72,100
Custodial	\$ 10,000	1	10,000	\$ 10,300	1	10,300
<a href="#">Insert Salaries Lines Here</a>						
Total Salaries			\$352,000			\$396,550
<b>Benefits:</b>						
Retirement/PERSI	10.4%		\$36,608	10.4%		\$41,241
Health/Life Insurance	450		\$43,200	450		\$48,600
Payroll Taxes	7.7%		\$27,104	7.7%		\$30,534
Workers Compensation	0.66%		\$2,332	0.65%		\$2,589
<a href="#">Insert Benefits Lines Here</a>						
Total Benefits			\$109,244			\$122,964
<b>Operating Expenses:</b>						
Textbooks/Software	\$ 350.00		\$35,000	\$ 150.00		\$18,600
Equipment & Supplies			\$70,000			\$20,000
Contract Services			\$20,000			\$20,000
Network/Technology Administrator			\$15,000			\$6,000
Legal			\$3,000			\$3,000
Accounting/Consulting			\$5,000			\$5,000
Advertising/Marketing			\$5,000			\$5,000
Utilities			\$18,000			\$20,000
Liability & Property Insurance			\$7,000			\$7,000
Testing & Assessment			\$3,000			\$3,000
Staff Development			\$5,000			\$5,000
Travel			\$4,000			\$4,000
Postage			\$1,000			\$1,000
Initial Facilities Set-up			\$50,000			\$10,000
Rents and Leases			\$43,000			\$55,000
Technology			\$70,000			\$20,000
Grounds & Maintenance			\$2,000			\$2,000
Substitutes			\$3,000			\$3,000
Miscellaneous			\$2,000			\$3,000
<a href="#">Insert OE Lines Here</a>						
Total Operating Expenses			\$361,000			\$210,600
<b>Program Expenses:</b>						
Transportation	\$ 450		\$45,000	\$ 450		\$55,800
Nutrition Program	\$ 425		42,500	\$ 425		52,700
<a href="#">Insert Program Expenses Lines Here</a>						
Total Benefits			\$87,500			\$108,500
<b>Total Expenses</b>			\$909,744			\$838,614
<b>Net Operating Income/(Loss)</b>			\$39,456			\$20,414
<b>Beginning Fund Balance</b>			0			39,456
<b>Ending Fund Balance</b>			39,456			59,870

April 5, 2012

	Year 3			Year 4		
	Number	Rate	Amount	Number	Rate	Amount
Number of Students	146			168		
<b>Revenues:</b>						
State Apportionment		\$ 4,225	\$616,850		\$ 4,225	\$709,800
State Transportation		50%	32,850		50%	37,800
Nutrition Program	\$ 425		62,050	\$ 425		71,400
Impact Aid (PL 81-874)	\$ 930		128,991	\$ 930		148,428
Johnson O'Malley	\$ 80		11,096	\$ 80		12,768
Title II-A	\$ 90		13,140	\$ 90		15,120
Title I-A	\$ 450		52,560	\$ 450		60,480
State Special Education			7,718			8,103
IDEA Part B			38,588			40,517
Title VII	\$ 250		34,675	\$ 250		39,900
Medicaid	\$ 50		7,300	\$ 50		8,400
Albertson's Grant						
Contributions/Donations			TBD			TBD
Start-up Grant			TBD			TBD
Total Grants & Donations						
<a href="#">Insert Revenue Lines Here</a>						
<b>Total Revenues</b>			\$1,005,817			\$1,152,716
<b>Expenses:</b>						
<b>Salaries:</b>						
Teachers	\$ 35,010	3.0%	\$210,060	\$ 36,060	3.0%	\$252,420
Curriculum & Instruction/Para	\$ 47,740	1	\$47,740	\$ 49,170	1	\$49,170
Special Ed	\$ 37,130	1	37,130	\$ 38,240	1	38,240
Paraprofessionals	\$ 10,610	6	63,660	\$ 10,930	7	76,510
Classified/Office Staff	\$ 21,220	1	21,220	\$ 21,860	1	21,860
Administration	\$ 74,260	1	74,260	\$ 76,490	1	76,490
Custodial	\$ 10,610	1	10,610	\$ 10,930	1	10,930
<a href="#">Insert Salaries Lines Here</a>						
<b>Total Salaries</b>			\$464,680			\$525,620
<b>Benefits:</b>						
Retirement/PERSI	10.4%		\$48,327	10.4%		\$54,664
Health/Life Insurance	450		\$54,000	450		\$59,400
Payroll Taxes	7.7%		\$35,780	7.7%		\$40,473
Workers Compensation	0.64%		\$2,976	0.63%		\$3,324
<a href="#">Insert Benefits Lines Here</a>						
<b>Total Benefits</b>			\$141,083			\$157,861
<b>Operating Expenses:</b>						
Textbooks/Software	\$ 200.00		\$29,200	\$ 100.00		\$16,800
Equipment & Supplies			\$20,000			\$20,000
Contract Services			\$20,000			\$20,000
Network/Technology Administrator			\$6,000			\$6,000
Legal			\$3,000			\$3,000
Accounting/Consulting			\$5,000			\$5,000
Advertising/Marketing			\$5,000			\$5,000
Utilities			\$20,000			\$22,000
Liability & Property Insurance			\$7,000			\$7,000
Testing & Assessment			\$3,000			\$3,000
Staff Development			\$5,000			\$5,000
Travel			\$6,000			\$7,000
Postage			\$1,000			\$1,000
Initial Facilities Set-up						\$10,000
Rents and Leases			\$55,000			\$67,000
Technology			\$30,000			\$30,000
Grounds & Maintenance			\$3,000			\$3,000
Substitutes			\$4,000			\$5,000
Miscellaneous			\$5,000			\$5,000
<a href="#">Insert OE Lines Here</a>						
<b>Total Operating Expenses</b>			\$227,200			\$240,800
<b>Program Expenses:</b>						
Transportation	\$ 450		\$65,700	\$ 450		\$75,600
Nutrition Program	\$ 425		62,050	\$ 425		71,400
<a href="#">Insert Program Expenses Lines Here</a>						
<b>Total Benefits</b>			\$127,750			\$147,000
<b>Total Expenses</b>			\$960,713			\$1,071,281
<b>Net Operating Income/(Loss)</b>			\$45,104			\$81,435
<b>Beginning Fund Balance</b>			59,870			104,974
<b>Ending Fund Balance</b>			104,974			186,409

Appendix AO – First Year Month-by-Month Cash Flow

Revenue	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13
<b>Total Rev</b>													
State Revenue	105,625.00	92,482.44	92,482.44	92,482.44	61,832.19			35,173.13			30,800.25		4,004.56
Transportation	5,625.00	4,922.44	4,922.44	4,922.44	3,282.19			1,873.13			1,640.25		294.56
Federal Programs								99,850.00			99,850.00		
Nutrition								14,166.67			14,166.67		14,166.67
State Special Education											7,000.00		
Alberson's Grant											5,000.00		
Medicaid													
<b>Total Revenue</b>	361,250.00	97,554.88	97,554.88	97,354.88	64,914.38			151,062.92			158,457.17		18,805.79
<b>Monthly Revenue</b>	361,250.00	458,604.88	458,604.88	559,959.75	620,874.13	620,874.13	620,874.13	771,937.04	771,937.04	771,937.04	930,394.21	930,394.21	949,200.00
<b>Accumulative Revenue</b>													
<b>Expenditures</b>													
Total Salaries	352,000.00	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33	29,333.33
Total Benefits	109,244.00	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67	9,103.67
Textbooks/Software	35,000.00												
Equipment & Supplies	70,000.00	15,000.00	15,000.00	454.55	454.55	454.55	454.55	454.55	454.55	454.55	454.55	454.55	454.55
Contract Services	20,000.00	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46	1,538.46
Network/Technology/Admin.	15,000.00	9,000.00	9,000.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00
Legal	3,000.00												
Accounting	5,000.00												
Advertising/Marketing	5,000.00						2,500.00						
Utilities	18,000.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Liability & Property Insurance	7,000.00	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33
Testing & Assessment	3,000.00	3,000.00											
Staff Development	5,000.00	2,500.00	2,500.00	227.27	227.27	227.27	227.27	227.27	227.27	227.27	227.27	227.27	227.27
Travel	4,000.00	500.00	500.00	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22	222.22
Postage	1,000.00	142.86	142.86	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43	71.43
Initial Facilities Set-up	50,000.00												
Rents and Leases	43,000.00	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33	3,583.33
Technology	70,000.00	52,500.00	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33	1,458.33
Grounds & Maintenance	2,000.00	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67
Miscellaneous	3,000.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00
Substitutes	2,000.00												
Transportation	45,000.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00	4,500.00
Nutrition Program	42,500.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00	4,250.00
<b>Total Expenditures</b>	909,744.00	112,838.56	112,838.56	57,964.82	57,964.82	57,964.82	57,964.82	57,964.82	57,964.82	57,964.82	57,964.82	57,964.82	57,964.82
<b>Accumulative Expenditures</b>	174,181.32	287,019.88	344,984.70	402,949.52	460,914.34	518,879.15	579,343.97	637,308.79	695,273.61	753,238.43	811,203.25	869,473.63	909,744.00
<b>Monthly Balance</b>	187,068.68	171,585.00	113,620.18	153,000.23	159,959.79	101,994.97	41,530.15	134,628.25	76,663.43	18,698.61	119,190.96	69,920.58	39,456.00

April 5, 2012

Appendix AP – Shoshone Bannock Jr./Sr. High School Letter of Support



*Shoshone-Bannock Jr./Sr. High School*

School Office (208) 238-4200  
Fax (208) 238-2628

Post Office Box 790  
Fort Hall, Idaho 83203-0790

July 06, 2011

Chief Targhee Elementary Academy  
Attn: Steering Committee  
Fort Hall, ID 83203

**Re: CTEA and Charter School Initiative / Letter of Support**

Dear CTEA Committee:

The School Board for the Shoshone-Bannock Tribes' School District strongly supports the establishment of the Chief Targhee Elementary Academy and the Charter School Initiative. The Board has carefully considered the proposed project and has concluded that it serves the best interests of the Tribal School District and the students, provided the use of school facilities does not conflict with the District's needs.

The School Board for the Shoshone-Bannock Tribes' School District is willing to explore the option of the District assisting in providing food services and transportation services for the proposed charter school. Upon review of the proposal and the discussion with the School Board, at this time it is not a feasible option to allow the entire operation of the Charter School to take place within a portion of the Sho-Ban Jr. /Sr. High School.

The School Board believes that the option of a charter school will provide quality education opportunities and provide a learning environment that is conducive to cultural beliefs. The choice for a charter school on the Reservation will be valuable for tribal members and will be advantageous the students who are able to attend the school.

In sum, the Board unanimously supports the Chief Targhee Elementary Academy and the Charter School Initiative and encourages the Council to facilitate the development of the project.

Sincerely,

School Board Chairperson  
Shoshone-Bannock Tribes

**April 5, 2012**

Appendix AQ – Bilingual Teacher Recruitment

**Date:** September 14, 2011  
**To:** Graduates, Higher Education Students, and Prospective Students  
**From:** Larry Murillo, Director, 477 Human Resources Department & Education, Employment, and Training Department  
**Subject:** **Educational opportunities to achieve Degrees in Elementary Education and State Certification to teach grades K-6**

We wish to extend an invitation to you or anyone who is interested in achievement of State Certification and becoming a Teacher to attend a presentation on September 27, 2011, 6:00-8:00 p.m. in the EET Learning Lab in the HRDC. This presentation will provide dialogue on the issues of creating a public charter school with Tribal languages, educational programs offered by the College of Education at ISU, the ABTCE alternative route to certification for those who have already earned a bachelor's degree, and funding opportunities to achieve degrees and certification. Please bring any transcripts or documentation of classes you have already taken because Ms. Paula Mandeville of the Advising office of the College of Education will be present to help design potential education plans.

The Shoshone-Bannock Tribes 477/Education Department has been working cooperatively with the Founding Board of the newly initiated Chief Tahgee Elementary Academy (CTEA), and the Idaho State University - College of Education, and has identified the need to promote Native American teachers with State Teacher Certification and fluency in Shoshoni. The CTEA is to be a public charter school with Shoshoni language immersion as a key educational strategy. An important part of this endeavor is supporting the re-vitalization of the Bannock and Shoshoni languages.

As our available workforce of teachers retire, it is important to the Tribes to actively initiate programs and opportunities in elementary education leading to State Teacher Certification specifically in grades K-6<sup>th</sup>. Please, also invite any individuals you feel will be interested in this exciting educational endeavor. Hope to see you there!



Appendix AR – Blackfoot School District #55 Impact Aid Revenue

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**Impact Aid  
Public Hearing  
April 27, 2011**

**What is Impact Aid?**

Congress recognized that federal military activities were having an adverse effect on some local school district. In addition, Congress was concerned that the children of military personnel should have adequate funds for their education.

\*In 1950, Congress passed PL 81-874 (Impact Aid for Operating Expenses) and PL 81-815 (Impact Aid for construction) in order to assist local schools affected by federal activities.

\*Section 2 provided funds due to federal ownership of land;

\*Section 3 provided assistance due to the presence of federal students.

These two laws were designed to make up for the financial losses the federal presence has caused many local schools. Later, other types of federal students were added to Section 3 of the program. These students included Indian Land students, Low Rent Housing Students, and students whose parents work on federal property.

\*In 1994, Congress re-authorized these Impact Aid laws as Title VIII of PL 103-382 (The Elementary and Secondary Education Act). In doing so, PL 81-874 and PL 81-815 were repealed.

\*Impact Aid is one of the **only** federal education programs where the funds are sent directly to the school district, and thus there is almost no bureaucracy or regulations.

\*As a result, the funds are used for the education of all students, and there is no “rake-off” by states or the federal government to fund bureaucrats.

\*In addition, these funds go into the general fund, and may be used as the local school district decides. There are “no strings attached” to these funds, and they may be used for any legal purpose within the guidelines of state law.

**What is the financial effect of federal impaction on local schools?**

The ability of local schools to raise revenue is reduced due to land being taken off the tax rolls.

\*Sources of school revenue are state aid (based upon average daily attendance), local taxes on businesses, and local taxes on homes. If local businesses are located on federal property or student’s homes are located on federal property, the school district cannot generate local revenue on these properties through property taxes.



**April 5, 2012**

Chief Tahgee Elementary Academy

EIN 45-3150830

Page **364** of **416**

**Policies and Procedures for Children Residing on Indian Lands**

The Impact Aid law requires school districts receiving funds for children residing on Indian Trust Lands to have Indian Policies and Procedures (IPPS) in place to ensure five things.

\*Indian Lands children are allowed to participate in programs on an equal basis as non-Indian Lands children (everyone has equal opportunity).

\*Parents of Indian Lands children and the tribes have an opportunity to present their views on school district programs and to make recommendations on the school's program.

\*Parents of Indian Lands children and Tribes are consulted and involved in planning the school program.

\*Plans, evaluations, and applications of these programs are disseminated to the parents and Tribes.

\*Parents and Tribes have an opportunity to present their views on the job the local school is doing.

Please note that this provision of the law does require the school district to involve the parents and the Tribes in planning; to listen to their concerns and opinions; and to disseminate information to them, however, law does not require the school district to do exactly what the parents or Tribes want. These things are required to be done each year. If requested, the U. S. Department of Education is required to provide technical assistance as to how to develop and implement these policies.

**SUMMARY OF BLACKFOOT SCHOOL DISTRICT'S IMPACT AID  
Fiscal Year 2012**

**Student Population**

Students With Disabilities Living on Indian Lands	63
All Other Students Living on Indian Lands	337
<b>Total Students Living on Indian Lands</b>	<b>400</b>
Students of Military Personnel	49
Students With Disabilities of Military Personnel Living Off-Base	04
<b>Total Students of Military Personnel</b>	<b>53</b>
<b>Total Students With a Parent Employed on Federal Lands</b>	<b>437</b>
<b>Total of All Federally Connected Students</b>	<b>890</b>

**Payment for Fiscal Year 2011**

Basic Support Payment	\$770,161.27
Add-On for Students With Disabilities	60,075.00
<b>Payment on December 16, 2010</b>	<b>\$830,236.27</b>

Appendix AS – Blackfoot School District #55 Johnson O’Malley Funds

<b>SY 2011-2012 JOM</b>		<b>SY 10-11</b>	<b>SY 11-12</b>
269-320001-000-000-0	BEGINNING FUND BALANCE	\$ 14,000.00	\$ 35,575.00
269-419900-210-000-0	REVENUE (09-10 REIMBURSEMENT)	\$ 35,575.00	\$ 36,000.00
269-419900-210-001-0	REVENUE-OTHER LOCAL	\$ -	\$ -
		<u>\$ 49,575.00</u>	<u>\$ 71,575.00</u>
<b>Account</b>	<b>Description</b>	<b>Proposed Budget</b>	
269-512-110-101-000	SALARY CERTIFIED	\$ -	\$ -
269-512-115-101-000	SALARY, ELEM AIDES	\$ 7,487.00	\$ -
269-512-160-210-000	SAL, SUBSTITUTE	\$ -	\$ -
269-512-210-210-000	EMPLOYER PERSI	\$ -	\$ -
269-512-220-210-000	EMPLOYER FICA	\$ 423.00	\$ -
269-512-270-210-000	WORK COMP INS	\$ 28.00	\$ -
269-512-290-210-000	FRINGE BENEFIT	\$ -	\$ -
269-512-291-210-000	UNUSED SL CONT	\$ -	\$ -
269-515-110-210-000	SALARY-CERTIFIED	\$ -	\$ -
269-515-115-210-000	SALARY, DISTRICT ADMINISTRATOR	\$ -	\$ 1,500.00
269-515-210-200-000	EMPLOYER PERSI	\$ -	\$ 156.00
269-515-220-200-000	EMPLOYER FICA	\$ -	\$ 115.00
269-515-270-200-000	WORKERS COMP INS	\$ -	\$ 8.00
269-515-290-200-000	FRINGE BENEFIT	\$ -	\$ -
269-515-291-200-000	UNUSED SICK LEAVE	\$ -	\$ 19.00
269-541-100-210-000	SUMMER SCHOOL EXPENSES	\$ -	\$ -
269-621-310-210-000	INSERVICE/TRAINING	\$ 5,000.00	\$ -
269-621-310-210-001	INDIAN ED COMMITTEE	\$ 1,500.00	\$ -
269-621-310-210-002	CULTURAL RESOURCES/ACTIVITIES	\$ 8,000.00	\$ -
269-621-310-210-003	TEACHER TUTORING SERVICES	\$ 13,062.00	\$ -
269-621-410-210-000	BOOKS AND SUPPLIES	\$ 10,000.00	\$ -
269-621-550-210-000	EQUIPMENT	\$ -	\$ -
269-682-323-210-000	TRAVEL/ACTIVITY BUS	\$ 1,500.00	\$ -
		<u>\$ 47,000.00</u>	<u>\$ -</u>

As of October 13, 2011

**Personnel:**  
Director

BRENDA HONENA

Appendix AT – Blackfoot School District #55 Title VII-A Funds



**Blackfoot School District #55**  
**SY 2011-2012**  
**Title VII**  
**(As of 11/30/11)**

	SY 11-12	YTD	% USED
FUND BALANCE (NO CARRYOVER)	\$ -	\$ -	n/a
FEDERAL REVENUE	\$ 100,727.00	\$ 29,338.92	29%
	<u>\$ 100,727.00</u>	<u>\$ 29,338.92</u>	<u>29%</u>
<b>Description</b>	<b>BUDGET</b>	<b>YTD</b>	<b>% USED</b>
SAL CERTIFIED	\$ 67,723.00	\$ 22,353.48	33%
FRINGE BENEFIT	\$ 31,690.00	\$ 3,460.85	11%
INSERVICE, CULTURAL ACTIV-TUT	\$ -	\$ 1,400.00	(\$1,400.00)
ADMINISTRATIVE TRAVEL	\$ -	\$ 1,650.93	\$(1,650.93)
PROGRAM SUPPLIES	\$ 1,000.00	\$ 432.17	43%
PARENT COMMITTEE SUPPLIES	\$ 314.00	\$ 41.49	13%
	<u>\$ 100,727.00</u>	<u>\$ 29,338.92</u>	<u>29%</u>

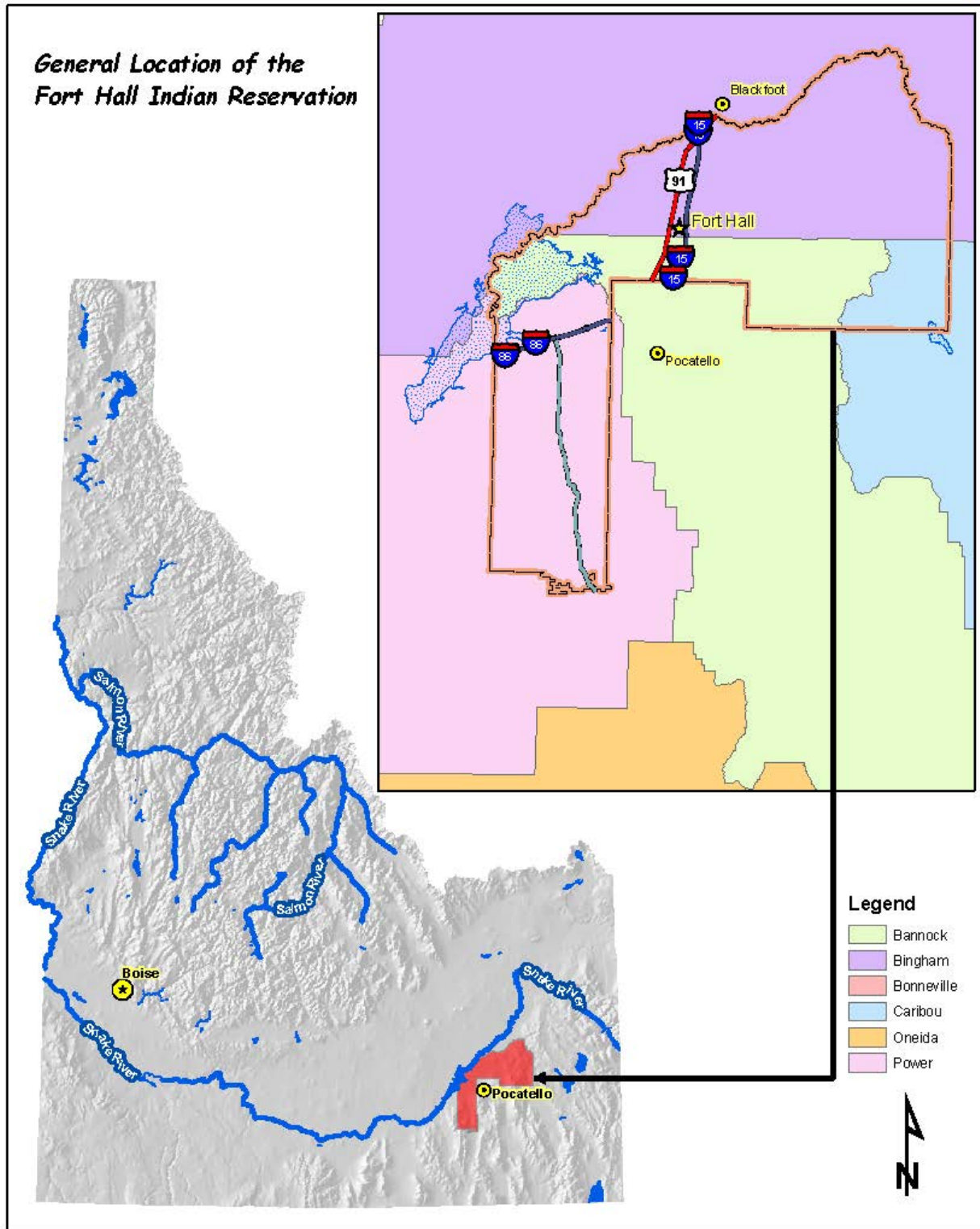
**Personnel:**

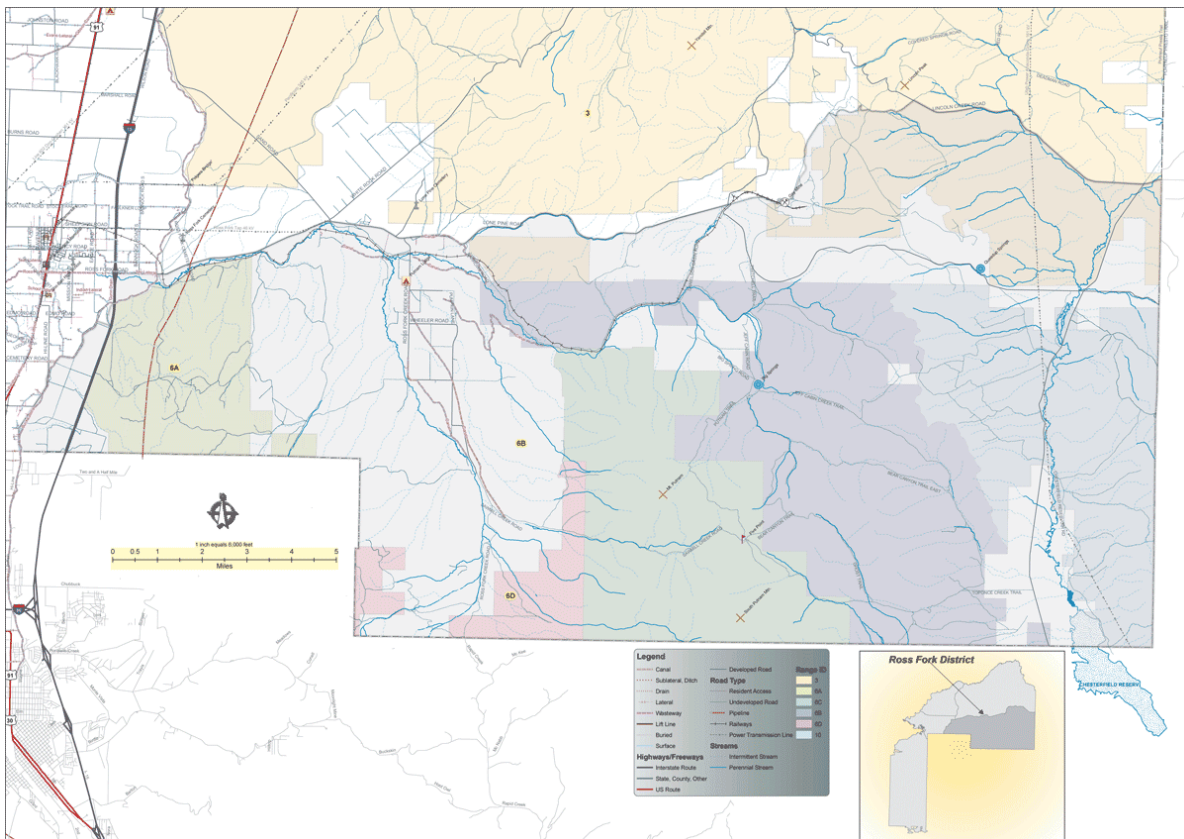
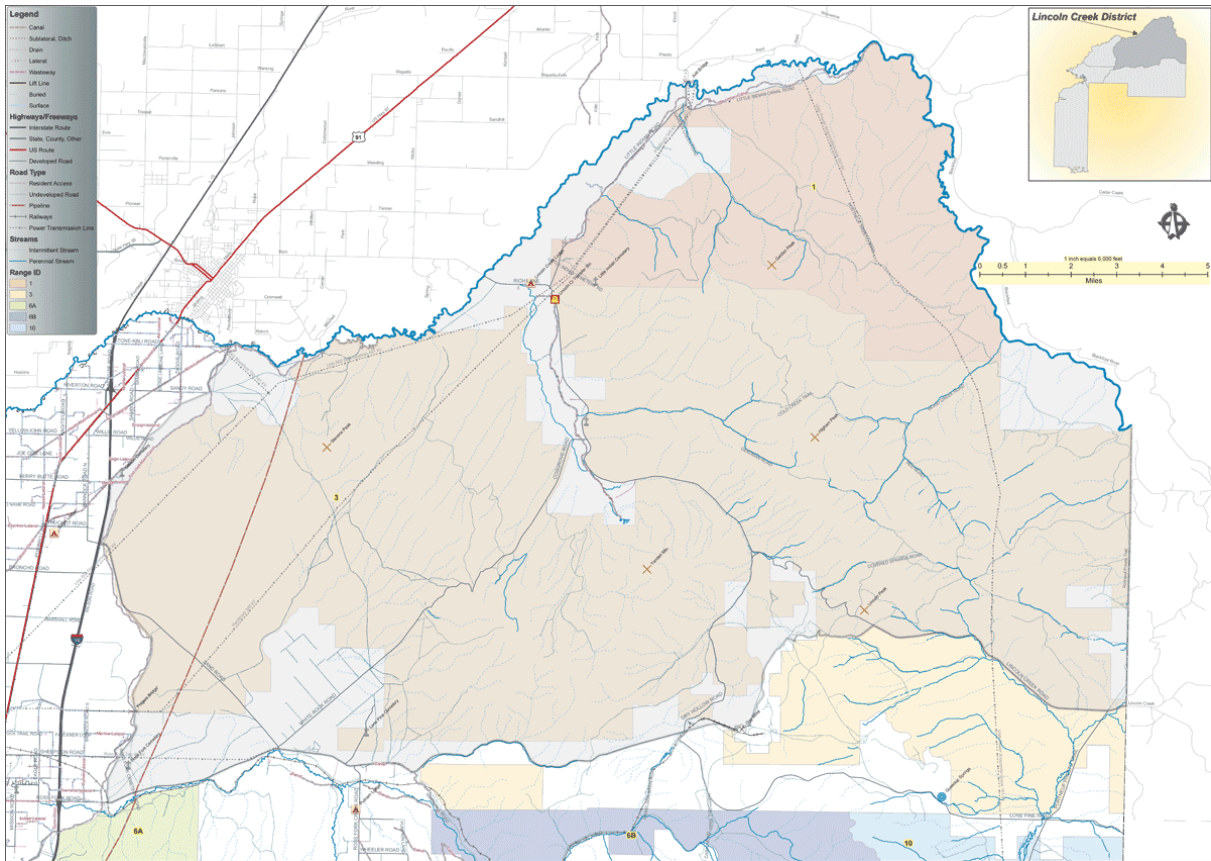
Half-time Coordinator  
 Half-time @ FHE  
 Half-time @ Stoddard  
 Half-time @ Stalker  
 Half-time @ BSGS  
 Half-time @ MVMS  
 Half-time @ BHS

JUAN RODRIGUEZ  
 JUAN RODRIGUEZ  
 MICHELE HERNANDEZ  
 WENDY MIKESSELL  
 ELAINE WATSON  
 ELAINE WATSON  
 MERLE SMITH

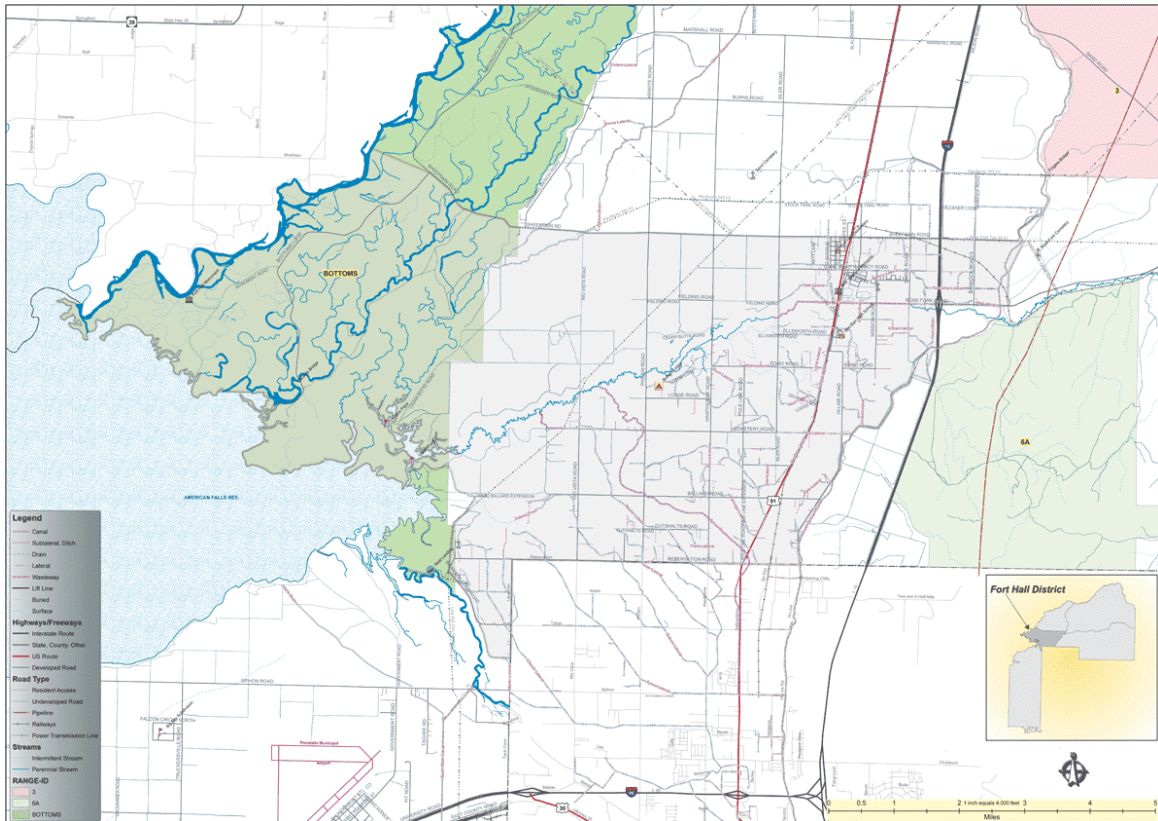
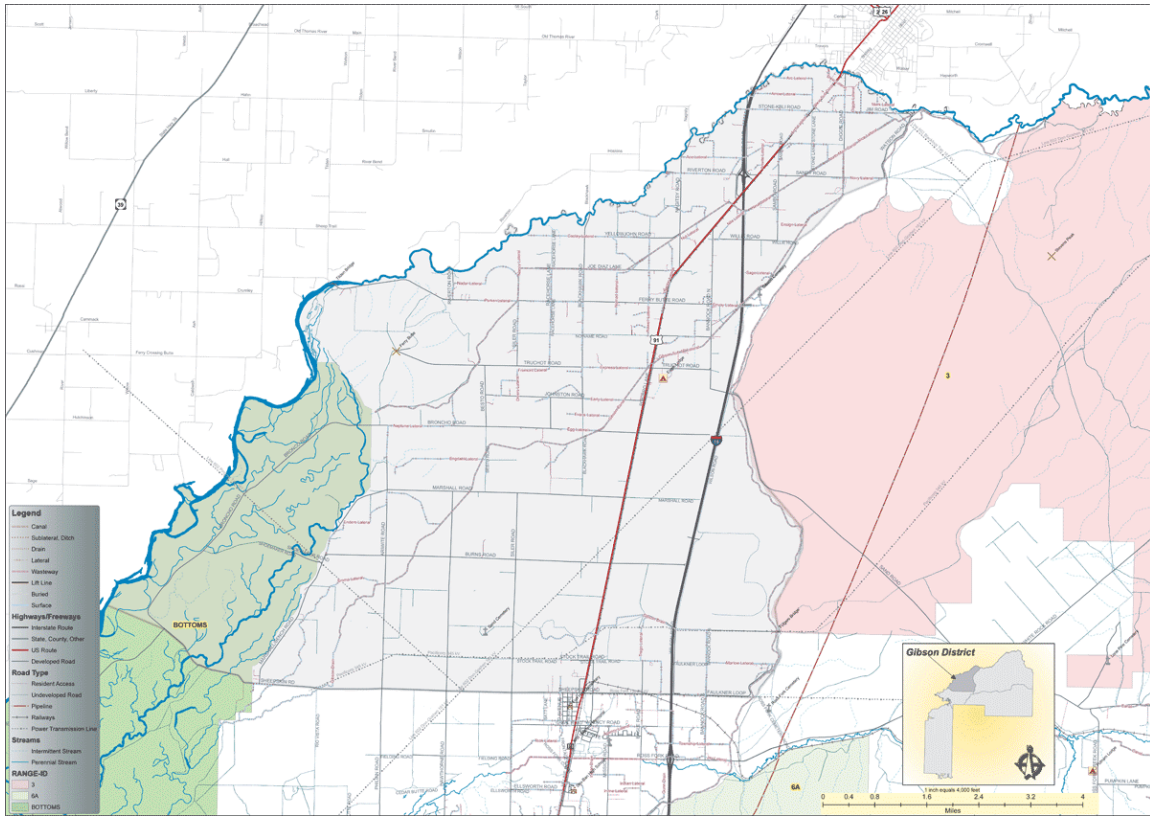


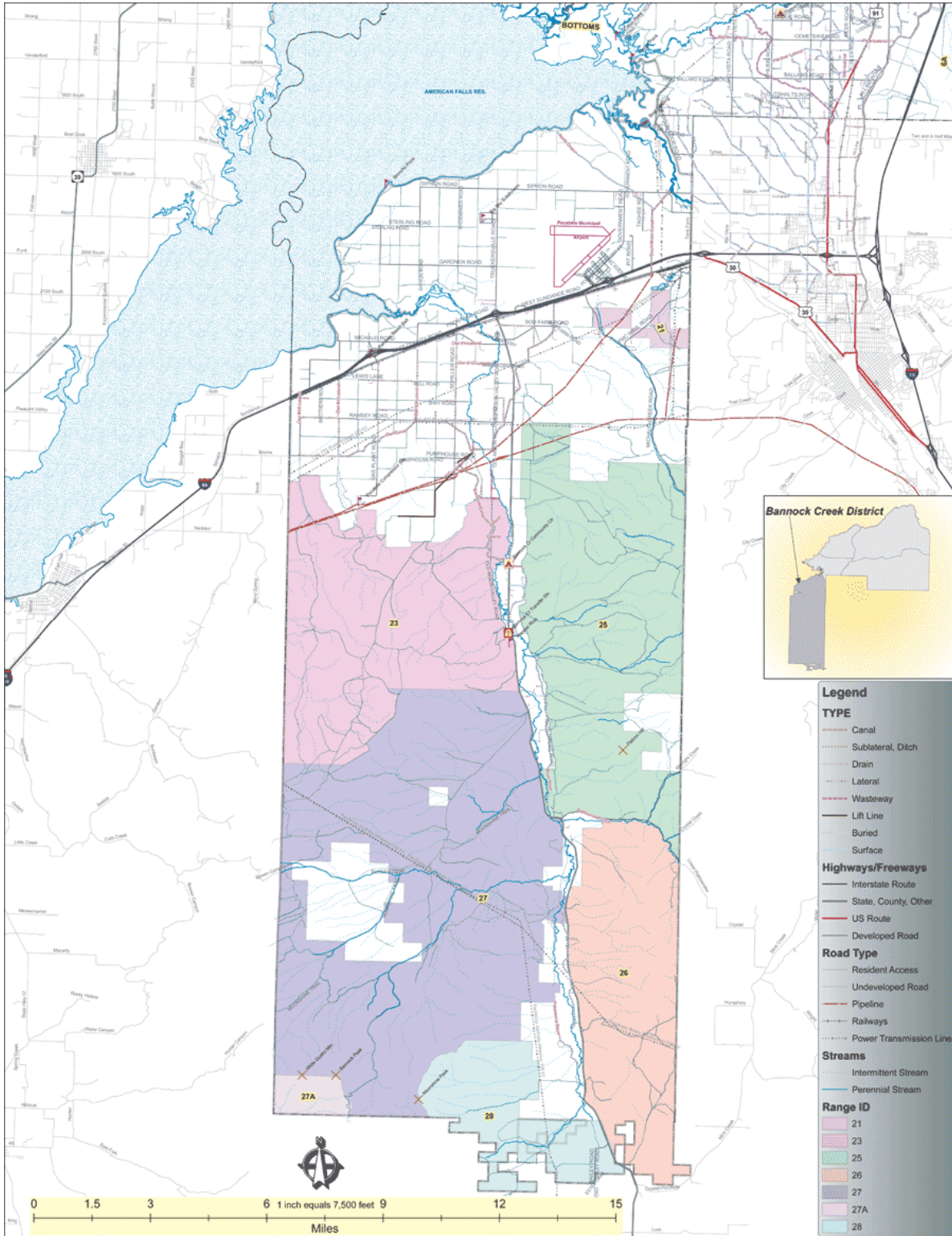
Appendix AU – Attendance Area Maps & Legal Description













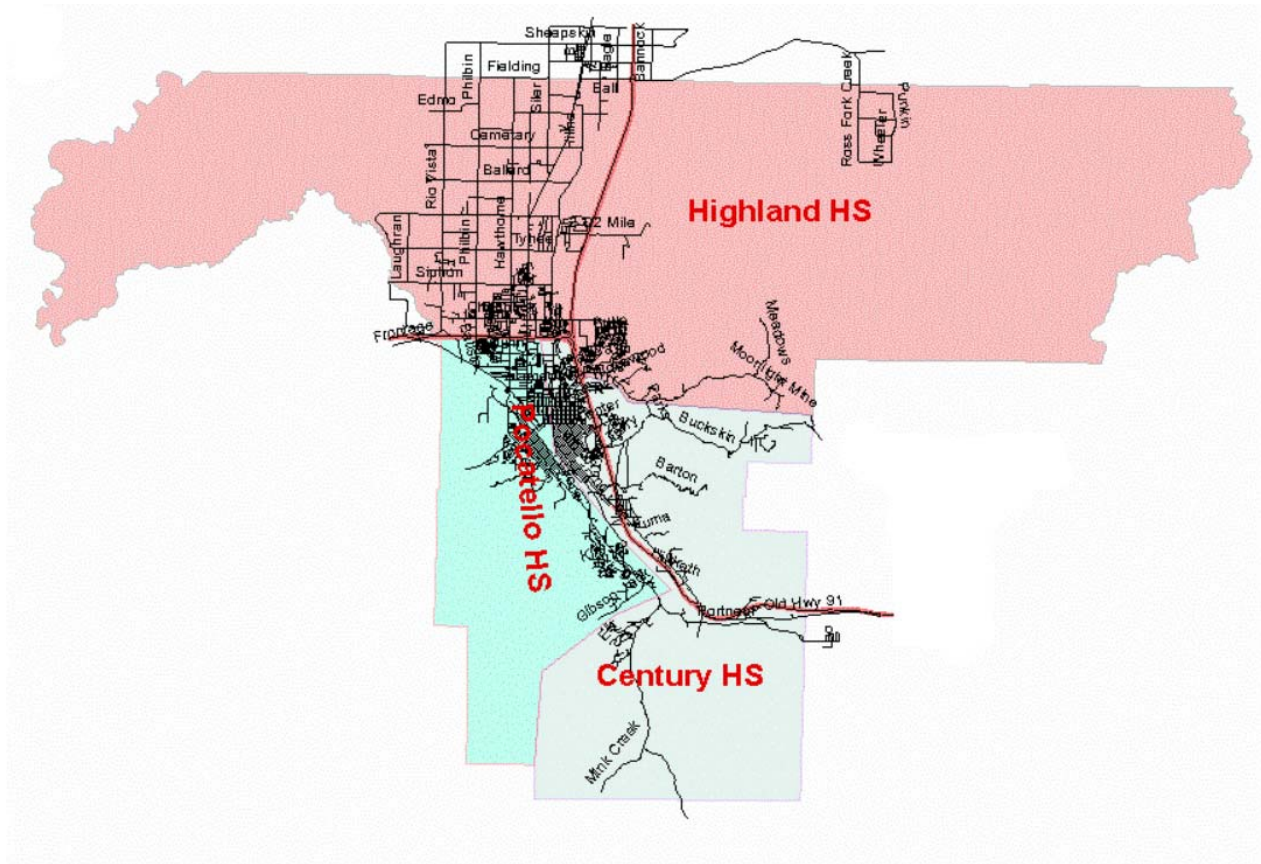
**BLACKFOOT SCHOOL DISTRICT NO. 55**

BEGINNING at the intersection of the north bank of the Snake River and the south line of Bingham County, Idaho, in Twp. 4 S, R 33 EBM; thence running due east along the south line of said township 4 S, the same being the county line, to its intersection with the east bank of the Blackfoot River in Sec. 31, Twp. 4 S, R 40 EBM; thence north and west along the right bank of the Blackfoot River to its intersection with the east line of R 36 EBM (Twp. 2 S); thence north along the township line to the east-west centerline of Sec. 12, Twp 2 S, R 36 EBM; thence due west to the east line of R 35 EBM (Twp. 2 S); thence north along the township line to a point approximately 610 feet south of the NE corner of Sec. 12, Twp. 2 S, R 35 EBM; thence N 41° 20'04" E 110 feet; thence N 47° 51'56" E 171.52 feet; thence N 57° 35'59" E 313.75 feet; thence N 70° 07'23" E 205.61 feet; thence N 72° 01'05" E 243.09 feet; thence N 76° 59'29" E 248.27 feet; thence N 20° 20' W 919.21 feet; thence S 70° 42'45" W 189.95 feet; thence S 70° 41'08" W 198.14 feet; thence S 56° 36'45" W 419.23 feet; thence S 60° 28'32" W 105 feet to the section line; thence north along the section line to the northeast corner of Sec. 1, Twp 1 S, R 35 EBM; thence west along the township line to the north-south centerline of Sec. 6, Twp. 1 S, R 35 EBM; thence due south to the north bank of the Snake River; thence southwesterly along the right bank of the Snake River to its intersection with the east-west centerline of Sec. 29, Twp. 3 S, R 34 EBM; thence east to the center of said Sec. 29; thence south to the north 1/4 corner of Sec. 32, said township and range; thence west to the NW corner of said Sec. 32; thence south to the SW corner of said Sec. 32; thence west along the south section line of Sec. 31, said township and range, to a point of intersection with the west bank of the Snake River; thence southwesterly along the right bank of said Snake River to the point of beginning.



April 5, 2012

Pocatello School District #25 Boundary



## Appendix AV – SIOP & Sheltered Instruction

### The Sheltered Instruction Observation Protocol (SIOP)

#### SIOP Model

The SIOP Model is a research-based approach to sheltered instruction that has proven effective in addressing the academic needs of English language learners throughout the United States. The model consists of eight components:

1. Lesson Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery, and
8. Review/Assessment

Using instructional strategies linked to these components, content area teachers help English learners develop their academic English skills as they learn grade-level content. Training in the SIOP Model helps teachers plan and deliver lessons that incorporate these strategies consistently.

#### SIOP Model Use

- Elementary Classroom Teachers
- Subject-area Teachers
- Literacy/EL /Dual Immersion Coaches and Mentor Teachers
- ESL Teachers
- Bilingual Program Teachers
- Staff Developers
- Administrators

#### SIOP Model

- As the number of English language learners (ELs) in schools increases, teachers are looking for effective instructional practices to reach all of their students.
- Teachers and researchers worked collaboratively to create this effective approach to high quality instruction for ELs.
- The SIOP Model includes a reliable and valid measure of effective instruction.
- Research on the SIOP Model has shown that ELs' academic skills improve when teachers implement it fully.

#### SIOP Model Research

The SIOP Model was developed in a national research project conducted from 1996 to 2003, sponsored by the Center for Research on Education, Diversity & Excellence (CREDE). Through literature review and with the collaboration of practicing teachers, researchers identified instructional features of high-quality sheltered lessons. The model was refined over several years of field testing.

Early research found the SIOP Model to be effective with ELs as measured by narrative and expository writing assessments. CAL is currently conducting further research in elementary and secondary schools by facilitating professional development on the SIOP Model and examining the effects of SIOP-based instruction on student achievement in core content areas and in English language development.

#### **SIOP Comprehensible Content**

The Sheltered Instruction Observation Protocol (SIOP) was developed to make content material comprehensible to English language learners. This model is the result of the work of Jana Echevarria, MaryEllen Vogt and Deborah J. Short.

The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction.

#### **Teacher Preparation:**

1. Teachers write clearly defined content objectives on the board for students. These objectives are reviewed at the beginning of a lesson and students should state at the end of the lesson whether the objectives have been met.
2. Teachers should write clearly defined objectives on the board for students at the beginning of a lesson. The student's state at the end of the lesson whether the objectives have been met as part of the TSWL.
3. Concepts taught should be appropriate for the age and educational background of students. Teachers must consider the students' L1 literacy, second language proficiency, and the reading level of the materials.
4. Supplementary materials are used to promote comprehension. These include charts, graphs, pictures, illustrations, realia, math manipulative, multimedia, and demonstrations by teacher and other students
5. Content must be adapted to ELL's needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text.
6. Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing.

#### **Indicators of Instruction**

##### **Building Background**

1. Concepts should be directly linked to students' background experience. This experience can be personal, cultural or academic.
2. Links should be explicitly made between past learning and new concepts.
3. Key vocabulary is emphasized. New vocabulary is presented in context. The number of vocabulary items is limited.

##### **Comprehensible Input**

1. Use speech that is appropriate for students' language proficiency.
2. Make the explanation of the task clear using step-by-step manner with visuals.
3. Use of a variety of techniques to make content concepts clear. Teachers need to focus attention selectively on the most important information. Introduce new learning in context. Help students learn strategies such as predicting, summarizing.

**Strategies**

1. Provide many opportunities for students to use learning strategies. Learning strategies should be taught through explicit instruction.
2. Consistent use of scaffolding techniques throughout the lesson. Introduce a new concept using scaffolding and decrease support as time goes on. Restate a student's response or use think-aloud and mediated discussion.
3. Use of a variety of question types, including those that promote higher level thinking skills.

**Interaction**

Provide the following for ELs:

1. Frequent opportunities for interactions about lesson concepts, which encourage higher level thinking skills.
2. Flexible grouping which supports language and content objectives. Cooperative groups, buddies, paired verbal response, large and small mediated discussions groups.
3. Wait time strategies.
4. Opportunities for clarification in native language, if possible.

**Application**

Lessons can include

1. Hands-on materials or manipulative for student practice.
2. Activities for students to apply content and academic English language knowledge in the classroom.
3. Activities that integrate all academic language skills listening, speaking, reading and writing.

**Lesson Delivery**

1. Content objectives supported by lesson delivery.
2. Language objectives supported by lesson delivery.
3. Students engaged 90% to 100% of the period.
4. Pacing of the lesson appropriate to students' ability level.

## Sheltered English Instruction

Since the early 1980's content-area teachers have looked to sheltered English instruction as a way to make content comprehensible for the English language learners (ELs) in their classrooms. In the days when the term was first used in connection with ELs, students were considered "sheltered" because they studied in classes separate from "the mainstream" and did not compete academically with native English speaking students (Freeman & Freeman, 1988). Today, the majority of ELs study alongside their English-speaking peers, are held accountable to the same curriculum standards, and take the same high-stakes tests. Sheltered English instruction has come to mean a set of practices valuable to all teachers in helping ELLs learn English and, at the same time, learn content material in English. Questions frequently raised about sheltered English instruction are answered below.

### **Sheltered English Instruction**

Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

### **Classroom Sheltered Instruction**

Sheltered English instruction is used in English as a second language (ESL) programs with sheltered content courses (e.g., sheltered chemistry, sheltered U. S. history), newcomer programs, transitional bilingual education, developmental bilingual education, dual-language programs, and two-way immersion programs. Sheltered instruction appears in classes that consist of only English language learners and in classes of both ELLs and native English speaking students. The sheltered approach is also used in many foreign language classes in the United States. Teachers need to learn about students' culture and community and how these contexts affect students' ways of learning.

### **Sheltered English Instruction Intersect with Initiatives, Curricular Programs, Instructional Designs and Professional Development**

Sheltered instruction is an approach to teaching English language learners. While not a program in itself, sheltered instruction extends the time in which students participate in instruction that explicitly provides language support as well as standards-based content instruction. Sheltered instruction also teaches ELs how to perform academic tasks, such as writing and making oral academic language presentations. This focus on building knowledge of academic language, content, and performance helps prepare English



language learners for non-sheltered classes, in which they will be expected to achieve to high academic standards alongside their English-speaking peers, a goal of NCLB.

The SIOP Observation Protocol provides teachers with a model of sheltered instruction designed to enhance teachers' practice. The SIOP may be used to enhance other initiatives supporting ELs or all students. It has become the basis of professional development efforts for teachers of ELs across the United States. To prepare ELs fully for academic success, sheltered instruction must be part of a broad school- or district-wide initiative that takes into account many elements of good teaching practice, including culturally responsive teaching; multicultural, theme-based curriculum; effective classroom management; appropriate grading; and meaningful, collaborative involvement of parents.

#### **Components of Sheltered English Instruction**

While teachers of ELLs have used sheltered English instruction for many years, a consistent understanding of the components of sheltered instruction has emerged only within the past five years. In 1999 the Sheltered Instruction Observation Protocol (SIOP) was developed following intensive observation of sheltered English teaching across the United States (Echevarria, Vogt, & Short, 2004). The SIOP identifies 30 important elements of sheltered instruction under eight broad categories:

1. Preparation
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review and Assessment

Critical to effective sheltered instruction is the preparation of learning objectives for every lesson like *Today Student Will Learn* (TSWL). These include standard-based content objectives, aligned with state and local content-area benchmark standards, and language objectives. All aligned with state language proficiency benchmarks based on ELA/ELD standards and the national TESOL standards. Teachers communicate content and language objectives to students, design learning opportunities, interventions and achieve objectives throughout the lesson. Teachers also have an opportunity to assess progress toward objectives by the end of the lesson. In this way learning, teaching and assessment are integrated into an ongoing process that provides feedback to students, teachers, and parents directing future instruction.

Within each sheltered lesson the teacher seeks to ensure that students have sufficient background knowledge (schema activation) to tackle new curriculum material. Teachers modify their speech and, when necessary and feasible, content text so that English language learners can grasp important content concepts, facts, and questions. Teachers explicitly teach learning strategies – from teacher-centered to peer-supported to student centered – so that students develop a toolkit for accomplishing difficult

learning tasks. Teachers also provide ample opportunities for students to interact in the target language around purposeful tasks that are meaningful to students.

Ever mindful of the lesson's framing objectives, sheltering teachers are careful to integrate listening, speaking, reading and writing skills into each lesson. They provide opportunities for students to apply their new knowledge through tasks that involve concepts and skills students have learned. Sheltering teachers work to engage all students in instructionally rigorous learning, increase self-extending systems, at the same time paying attention to pacing, so that no student is left behind.

The following elements are components of sheltered English instruction, as described in the SIOP model.

**Preparation**

**WHAT**

Content and language objectives, aligned to state and local standards, frame each lesson. Teachers incorporate supplemental materials to assist ELLs in the lesson.

**WHY**

Sheltered lessons help students make connections between new knowledge and prior experience. Teachers plan meaningful, relevant learning activities to enable those connections.

**HOW**

- Consult state and district content standards and state or national language benchmarks.
- Develop thematic units to lead to essential understandings.
- Develop content and language objectives, aligned with standards and unit goals, for each day's lesson for content and language.

**Building Background**

**WHAT**

Sheltered lessons link new content to students' background experience and prior learning. Special activities build vocabulary related to specific content as well as to general academic language.



**WHY**

Highly proficient readers activate their schema as they read and listen. Schema is background knowledge of the world that provides a framework for understanding and acquiring new ideas and information.

**HOW**

- Through direct questioning, conversation, and shared activities learn about student background.
- Emphasize key content vocabulary.
- Help students make explicit connections to personalize new word learning.

**Comprehensible Input**

**WHAT**

Sheltered lessons present content information in ways that ELLs can comprehend. Linguistic input – both teacher speech and text – is adjusted to maximize student comprehension, without lessening content or expectations for achievement.

**WHY**

ELLs are called upon to process, manipulate, and display large amounts of new material at a rapid pace in a foreign language. Visual aids, allowances for processing time, and opportunities for clarification provide support in this intense, demanding process.

**HOW**

- Speak clearly and slowly.
- Employ pauses, short sentences, simple syntax, few pronouns and idioms.
- Use redundancy and discourse markers, keywords, outlines.
- Provide examples and descriptions, not definitions.
- Use visuals, hands-on resources, gestures and graphic organizers.
- Provide content texts at multiple language proficiency levels.

**Strategies**

**WHAT**

Strategies have been described as "special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information." (Chamot & O'Malley, 1994). Teachers model and scaffold strategies, working toward independent competence. Teachers also push students beyond content knowledge to higher order skills including critical analysis and inquiry.

**WHY**

Teaching explicit learning strategies improves reading and learning and helps ELLs acquire the tools they need to approach learning tasks and solve problems with assistance, as part of a team or independently.

**HOW**

Through careful modeling and scaffolding, teach a range of metacognitive, cognitive, and affective strategies, one at a time. Allow time for repeated practice so that students acquire procedural knowledge of one strategy before introducing another.

**Interaction**

**WHAT**

Sheltered lessons provide frequent opportunities for students to interact with different groups of peers and others.

**WHY**

To acquire language fluency, students need opportunities to produce real, purposeful language and to direct the course of conversations and arguments.

**HOW**

- Facilitate frequent pair and small-group activities centered around meaningful tasks.
- Model and assign tasks requiring turn-taking, questioning, supporting/disagreeing, clarification.

- Model and discuss ways of communicating respect.

**Practice/Application**

**WHAT**

English language learners have opportunities in the classroom to practice and apply the language skills and content knowledge they have acquired.

**WHY**

Trying out new knowledge and practicing new skills in a safe environment, supported by teacher and peer feedback, leads to mastery. Initially, students can reflect on and adjust their performance initially with assistance and ultimately independently.

**HOW**

- Provide hands-on materials for students to use in practicing new content knowledge.
- Provide opportunities for students to apply new knowledge and use language skills in the classroom.
- Create activities that call upon students to integrate listening, speaking, reading, and writing.

**Lesson Delivery**

**WHAT**

Throughout the lesson, learning activities support and reinforce the content and language objectives established at the beginning of the lesson. Students are actively engaged in the lesson activities. The lesson's pace is appropriate to the students' language ability levels.

**WHY**

Effective lesson delivery maximizes students' understanding, which increases student participation and enhances the quality of student work.

**HOW**

- Refer to and reinforce content and language objectives explicitly throughout the lesson.
- Engage students in meaningful activity 90-100% of the lesson.
- Keep the pace of the lesson challenging, but do-able, for all students. Be mindful that students' comfort level varies in terms of pace; use appropriate pacing strategies.

**Review and Assessment**

**WHAT**

Teachers of English language learners observe student performance systematically with regard to criteria established in the preparation phase. Both content-based products and language-related processes are taken into account.

**WHY**

Traditional whole-class methods of assessment may provide no way to showcase ELs' development. Assessment should be a continuous and interactive process between teacher and student.

**HOW**

In lieu of or in conjunction with discrete point and objective-style tests, assess through:

- Conferences
- Take-home reflections
- Oral retell
- Learning logs
- Graphic organizers
- Content inventory
- Cloze exercises
- Dictations

Use with a scoring guide or performance rubrics, aligned with learning objectives to collect evidence of content learning.

April 5, 2012

References:

Chamot, A. U., & O'Malley, J. M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Echevarria, J., Vogt, M., & Short, D.J. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston: Pearson.

Freeman, D., & Freeman, Y. (1988). *Sheltered English instruction* (ERIC Digest ED301070). Retrieved January 2005 from <http://themoryhole.org/edu/eric/ed301070.html>

**Appendix AW – Director of School Programs Evaluation Process & Instrument**

**Statement of Philosophy:**

The evaluation of the Director of School Programs is a vital process toward creating and maintaining a healthy school organization. The school board accepts that organizational outcomes must be clearly and explicitly stated in order to; (1) ensure the Director understands what is expected of her/him; and (2) ensure the CTEA Board of Trustees understands what to expect of the Director. The Board also accepts that the evaluation process must be objective, based on targeted measures, and relies on information from sources that are qualified to provide feedback.

**Definition of terms:**

1. **Objective:** Targeted measures must be objective outcomes agreed upon by the entire board.
2. **Targeted:** Measured outcomes must be clearly stated at the beginning of the year (or cycle) and not be changed half-way through the evaluation process.
3. **Qualified:** People asked to provide evaluative comments must be qualified to do so. That is, they must have specific knowledge/experience of the Director's roles, responsibilities, and of her/his actions to achieve the measured outcomes.

**Evaluation Assumptions:**

- The CTEA board has the authority and responsibility to evaluate the Director. The Director's job description is a dynamic tool which clarifies expectations and provides authority.
- The Board may collect evaluative input from other entities that are qualified and objective.
- There is a productive working relationship between the Board and the Director.
- The evaluation process is based on a continuous improvement model.
- The Director provides information to the Board on the progress of CTEA goals throughout the year.
- The Board is looking for trends that show progress toward achieving CTEA goals.
- The greatest value in the evaluation process is the dialogue between the Board and Director about progress of the school.
- If there are a number of unacceptable areas identified in the evaluation process, the board needs to determine the next steps to address them, which may include implementing a corrective action plan.

**Purpose:**

The evaluation process and tools serve to:

- continuously improve the functioning of CTEA;
- clarify the expectations and authority of the Director;
- provide feedback to the Director regarding performance expectations in key areas;
- provide the groundwork for establishing future goals;
- strengthen the relationship between the Director and the Board.

**Implementation Steps:**

The CTEA Board of Trustees will follow the steps outlined below to carry out a fair and comprehensive Director evaluation process.

1. Decide whether the full Board or executive committee should customize and manage the process.

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2. Review the Director evaluation instrument template.
3. Identify which outcome areas align with CTEA goals and will be the focus of the current annual evaluation cycle.
4. Customize the indicators in selected areas to meet CTEA expectations.
5. Align the Director's job description so he/she is provided with the authority to meet expectations.
6. Identify how the Board will provide input in the process and when it will be collected.
7. Identify who will collect and tabulate the input.
8. Train all input providers on how to complete the evaluation instrument.
9. Board members track information delivered during the year related to indicators.
10. Complete the evaluation instrument.
11. Tabulate the data.
12. The Board and the Director engage in dialogue about the results.
13. Use the results to inform future work and revise the Director contract.
14. Start the evaluation process again.

**Director of School Programs Evaluation Instrument**

Director: \_\_\_\_\_

Evaluator:  Board Committee     Board as a whole    Date: \_\_\_\_\_

**Performance Indicators**

*(Use the indicators below as examples and do not rate each one. These are listed only to help you in thinking about the standard.)*

<i>Indicators</i>	<i>Outcome Statements</i>
<b>Student Learning</b>	<p>Students are making progress toward achieving outcomes identified by the board.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Specific progress is evident.</li> <li>2. Student learning is defined based on the knowledge and skills necessary to be successful.</li> <li>3. Data and information collected is reliable, valid, and believable.</li> <li>4. Data is regularly presented and is communicated in understandable forms.</li> <li>5. Data is used for future planning and improvement.</li> <li>6. Effective methods of providing, monitoring, evaluating, and reporting student achievement are used.</li> <li>7. Student learning indicators include measures beyond graduation.</li> <li>8. Surveys generally demonstrate student satisfaction with their school program.</li> <li>9. Preparing students for post-secondary education and/or entrance into the job market.</li> <li>10. Data is disaggregated, analyzed, and explained.</li> <li>11. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable    <input type="checkbox"/> Needs Improvement    <input type="checkbox"/> Good    <input type="checkbox"/> Excellent    <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>   	



<p><b>Instruction</b></p>	<p>Students receive the highest quality instruction.  <u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Curriculum is aligned across the system.</li> <li>2. Students are engaged in their work.</li> <li>3. Instructional best practices are described and used.</li> <li>4. Adopted programs are fully implemented and effectiveness regularly monitored.</li> <li>5. Faculty and stakeholders are involved in the enhancement, renewal, and alignment of curriculum, instruction, and assessment.</li> <li>6. Feedback about effective instruction is encouraged.</li> <li>7. Professional development and teacher evaluation are focused on improving instructional practices.</li> <li>8. Teachers understand and utilize knowledge about different learning styles and particular student needs.</li> <li>9. Students and teachers work in an environment of shared respect and open feedback.</li> <li>10. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No          The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Community Relations</b></p>	<p>Community is satisfied with performance and supports the school  <u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Parents communicate satisfaction with school experiences.</li> <li>2. A community process exists to develop and implement a shared vision that focuses on improving student achievement.</li> <li>3. Budgets are consistently supported by the community.</li> <li>4. Community members are involved in school activities.</li> <li>5. Students participate in community service learning activities.</li> <li>6. A process is in place and followed to listen to and resolve complaints.</li> <li>7. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No          The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><b>Human Resources</b></p>	<p>The environment supports the staff performing their best work.  <u>Indicators:</u>                      1. Staff are treated fairly.                      2. Teachers work effectively within their classroom, throughout the school, across district schools, and with the community.                      3. Operations are clearly defined, communicated, and implemented.                      4. Personnel contracts are adhered to.                      5. Effective collective bargaining strategies advance and promote student learning.                      6. Other:</p>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No                      The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Policy</b></p>	<p>Policies are adhered to and administrative procedures are followed.  <u>Indicators:</u>                      1. The Director serves as a resource to the board in developing, adopting, and updating policies.                      2. Procedures are developed and available to the board, staff, students, and the public.                      3. Procedures are aligned with board policy and comply with all laws, rules, and regulations.                      4. Procedures are reviewed and revised periodically.                      5. Legal counsel is judiciously used to proactively prevent /respond to civil and criminal liabilities.                      6. The Director understands the system of public school governance and differentiates between the policy making and administrative roles.                      7. Other:</p>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No                      The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><b>Finances</b></p>	<p>The district is an effective steward of financial resources.  <u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Budgets reflect district goals for student achievement.</li> <li>2. District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline.</li> <li>3. Finances are managed in accordance with GASBE and GAAP standards.</li> <li>4. The annual audit shows no material deficiencies and audit recommendations are effectively implemented.</li> <li>5. Multi-year budget plans are used for planning purposes.</li> <li>6. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No                  The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Facilities</b></p>	<p>The district is a good steward of capital resources.  <u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. All buildings meet safety, health, and construction codes.</li> <li>2. Facilities and equipment are not subject to improper wear or insufficient maintenance.</li> <li>3. Multi-year plans for maintenance, repairs, and facility upgrades are in place.</li> <li>4. Ongoing inspection and reporting systems are utilized.</li> <li>5. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No                  The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

<p><b>Board Relations</b></p>	<p>The Director fosters a relationship of mutual respect and support.  <u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The Director assists the board in developing clear policies that meet federal and state requirements.</li> <li>2. The Director understands and communicates legal liability to the district.</li> <li>3. The Director supports the board chair to maximize the effectiveness of board operations.</li> <li>4. The Director regularly informs the board about the business of the district and alerts the board about critical issues and areas that may have impact on the district.</li> <li>5. The Director maintains a future-focus on emerging trends and research.</li> <li>6. The Director follows agreed upon board-Director guidelines.</li> <li>7. The Director meets deadlines and follows up on commitments and assignments.</li> <li>8. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No                  The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Safety</b></p>	<p>Students, staff, and community members are physically and psychologically safe in the school.  <u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The Director creates and implements practices and procedures that promote safe school environments.</li> <li>2. A school-based climate of tolerance, acceptance, and civility are in place and continually monitored.</li> <li>3. Crisis plans exist and are routinely practiced.</li> <li>4. Parents, staff, and students report feeling physically and emotionally safe and respected in school.</li> <li>5. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No                  The Director's rating for this standard is:  <input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Communication</b></p>	<p>The Director promotes two-way communication with students, staff,</p>

	<p>parents, and the community as a whole, including building effective relationships with the media.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. Communication systems are in place that effectively keeps all parties informed.</li> <li>2. Systems are in place to monitor internal and external perceptions of the district.</li> <li>3. Involvement of all stakeholders is promoted.</li> <li>4. The Director demonstrates effective communication skills in formal and informal settings.</li> <li>5. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	
<p><b>Ethics</b></p>	<p>The district operates in an ethical manner.</p> <p><u>Indicators:</u></p> <ol style="list-style-type: none"> <li>1. The Director manifests a professional code of ethics and demonstrates personal integrity.</li> <li>2. The Director models accepted moral and ethical standards in all interactions.</li> <li>3. The Director explores and develops ways to find common ground in dealing with difficult and divisive issues.</li> <li>4. The Director promotes opportunities for growth in professional competence for staff, administrators, and self.</li> <li>5. Moral and ethical practices are established and followed in every classroom, school, and throughout the district.</li> <li>6. Other:</li> </ol>
<p>The Director has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The Director's rating for this standard is:</p> <p><input type="checkbox"/> Unacceptable <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Good <input type="checkbox"/> Excellent <input type="checkbox"/> Outstanding</p>	
<p><u>Written Comments:</u></p>	

Appendix AX – Other Administrators Evaluation Instrument

**CTEA – Other Administrator Evaluation Form**

Name \_\_\_\_\_ Date \_\_\_\_\_

Position \_\_\_\_\_

Complete all sections relevant to the responsibilities of this position.

<p style="text-align: center;"><b>Performance Rubric</b></p> <ul style="list-style-type: none"><li>• Exceeds expected performance levels; Completes responsibilities at high levels of proficiency.</li><li>• Meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.</li><li>• Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency</li></ul>
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<p><b>I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.</b></p>
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<p><b>A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:</b></p>
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- \_\_\_\_\_ Presents evidence that the vision is a shared vision;
- \_\_\_\_\_ Uses the vision to guide and define decisions;
- \_\_\_\_\_ Maintains a steady flow of two-way communications to keep the vision alive and important.

<p><b>B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:</b></p>
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- \_\_\_\_\_ Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and content standards;
- \_\_\_\_\_ Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program;
- \_\_\_\_\_ Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs.

**C. Instruction Effectiveness**– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

- \_\_\_\_\_ Manages time to be an instructional leader as a priority;
- \_\_\_\_\_ Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students;
- \_\_\_\_\_ Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities.

**D. Assessment and Evaluation** – Demonstrates a commitment to using information to promote sound instructional practices. For example:

- \_\_\_\_\_ Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction;
- \_\_\_\_\_ Monitors student achievement throughout the year, using both classroom and testing data to assess progress;
- \_\_\_\_\_ Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching .

**E. Results Oriented**– Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

- \_\_\_\_\_ Implements a system of performance indicators that guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale;
- \_\_\_\_\_ Produces student achievement results that are commensurate with basic principles of the state's accountability system;
- \_\_\_\_\_ Communicates the results of his/her leadership to appropriate audiences and constituencies.

**F. Locally Identified Instructional Leadership Standards.**

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**II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.**

**A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:**

- \_\_\_\_\_ Provides and promotes a climate for learning that is safe and orderly;
- \_\_\_\_\_ Creates an organizational climate that provides rewards and incentives for accomplishment;
- \_\_\_\_\_ Monitors student performance on a continuous basis;
- \_\_\_\_\_ Communicates a commitment to the dignity and a contribution of all cultures;
- \_\_\_\_\_ Uses professional meeting times in the school to reinforce commitments to high performance standards.

**B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:**

- \_\_\_\_\_ Involves stakeholders in decisions affecting schools;
- \_\_\_\_\_ Shares responsibility to maximize ownership and accountability.

**C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:**

- \_\_\_\_\_ Keeps appropriate audiences and constituencies informed about the school and its functions;
- \_\_\_\_\_ Stays well informed about professional issues and shares this information with appropriate groups.



**D. Continuous improvement** – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

\_\_\_\_\_ Uses data driven theories of management to benchmark performance indicators against exemplary practices outside the school;

\_\_\_\_\_ Acts in an entrepreneurial manner to support continuous improvement.

**E. Other Identified Organizational Leadership Standards.**

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**III. MORAL/ETHICAL LEADERSHIP – Administrators, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:**

**A. Commitment to others** – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

\_\_\_\_\_ Creates and sustains a nurturing and caring environment;

\_\_\_\_\_ Maintains a learning environment designed to help others be as successful as they choose to be.

**B. Professional Ethics** – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

\_\_\_\_\_ Demonstrates an adherence to a personal and professional code of ethics;

\_\_\_\_\_ Accepts responsibility for school, department, and/or personal outcomes.

C. **Respect for Diversity** – Accepts as valued all of the people and cultures represented in the school and by the community at large. For example:

\_\_\_\_\_ Uses a wide range of opportunities to celebrate the diverse cultures, both those that is included among the school community and those outside the school;

\_\_\_\_\_ Ensures that established policies and procedures are in place and enforced equitably for all participants in the school.

D. **Responsibility** – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

\_\_\_\_\_ Opens the school to public scrutiny;

\_\_\_\_\_ Devotes time and energy to the position.

E. **Other Locally Identified Moral/Ethical Leadership Standards.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:**

A. **Law and Policy** – Understands and enforces both law and policy consistently. For example:

\_\_\_\_\_ Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state law and policy;

\_\_\_\_\_ Applies laws and procedures fairly, wisely, and considerately.

B. **Resource Management** – Understands the resources available to the school and uses them wisely. For example:

- \_\_\_\_\_ Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective;
- \_\_\_\_\_ Uses space effectively to support both the instructional program and the ancillary functions of the school as well;
- \_\_\_\_\_ Has an effective staffing plan, where people contribute their best efforts to the school's success;
- \_\_\_\_\_ Provides for effective supervision of school support services and classified staff;
- \_\_\_\_\_ Uses time resources well to facilitate high student and teacher performance.

C. Personnel Management – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

- \_\_\_\_\_ Uses sound and effective principles for selecting new staff, both professional and classified;
- \_\_\_\_\_ Spends time ensuring that new hires are properly brought into the school's culture successfully;
- \_\_\_\_\_ Provides specific guidance for teachers trying to solve instructional problems;
- \_\_\_\_\_ Helps new teachers gain expertise and confidence in their teaching;
- \_\_\_\_\_ Works with experienced teachers to help them continue to grow and develop as accomplished professionals;
- \_\_\_\_\_ Uses performance as a means to help others improve continuously;
- \_\_\_\_\_ Properly differentiates the standards of performance evaluation for different ranges of experience and expertise;

\_\_\_\_\_ Actively creates or develops programs that enable the school to support and retain the teachers who should be retained.

**D. Information Management** – Ensures that another’s need to have information is their personal assurance that others will receive the information they need. For example:

\_\_\_\_\_ Provides appropriate and timely feedback to all affected constituencies and clients;

\_\_\_\_\_ Ensures that people who require information to perform effectively receive it in a timely manner;

\_\_\_\_\_ Uses appropriate technological tools to manage and manipulate instructional information;

\_\_\_\_\_ Submits accurate records and reports on time;

**E. Student Behavior Management** – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

\_\_\_\_\_ Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable;

Develops and enforces a code of student conduct in a firm, fair, and consistent manner;

\_\_\_\_\_ Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem;

\_\_\_\_\_ Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance;

**F. Other Locally Identified Instructional Leadership Standards.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Director’s Signature \_\_\_\_\_

Date \_\_\_\_\_

Employee Signature \_\_\_\_\_

Date \_\_\_\_\_

**Appendix AY – Evaluation Policy**

**Chief Tahgee Elementary Academy  
Evaluation Policy**

**Evaluation of Certified Personnel**

CTEA has a firm commitment to the performance evaluation of school personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development, individual improvement, personnel improvement, and in achieving CTEA goals. The procedures outlined in this document apply to certificated personnel, unless a negotiated procedure in a collective bargaining agreement provides otherwise.

CTEA's evaluation process is both formative and summative and based, in part, on the work of Charlotte Danielson as presented in Enhancing Profession Practice: A Framework for Teaching, 2<sup>nd</sup> Edition, 2007. Ms. Danielson's research provides the elements of effective instruction that most often lead to improved student achievement. CTEA's criteria also utilizes concepts from Teacher Expectations and Student Achievement (TESA), the work of Robert Marzano and other research-based teaching and learning methodologies. Chief Tahgee Elementary Academy will identify "proficiency" of certificated employees through evaluation rubrics, parent input through its Parent School Climate Survey, and will tie at least fifty percent (50%) of teacher and administrator evaluations to growth in student achievement.

**Objectives and Criteria**

The formal performance evaluation system is designed to:

- Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.
- Serve as a systematic guide for supervisors in planning each employee's further training.
- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.
- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.
- Assist in planning personnel moves and placements that will best utilize each employee's capabilities.
- Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.
- Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

**Responsibility**

The **Director** has the overall responsibility for the administration of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:

- The distribution of proper forms in a timely manner.

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- Ensuring completed forms are returned for file by a specified date.
- Reviewing forms for completeness.
- Identify discrepancies.
- Ensuring proper safeguard and filing of completed forms.

The **Director** is the employee's "evaluator," in conjunction with the selected and trained evaluation team, and has the responsibility for:

- Continuously observing and evaluating an employee's job performance.
- Holding periodic conferences with each employee to discuss job performance.
- Completing Performance Evaluation Forms as required.

The certified employee evaluation procedures in this plan are not intended to limit an administrator's additional supervisory responsibilities. The certified employee evaluation procedures in this plan are not intended to limit or invalidate a certified employee's rights to due process as defined in existing District policy and procedures, the Master Contract and Idaho Code.

The primary responsibility for monitoring the accurate implementation of the District's evaluation plan and for providing on-going training to new employees (both instructional and administrative) lies with the Director or his/her designee.

### **Procedures**

**Professional Growth Plan** – Awareness and training will be provided about the evaluation process and timeline by the Director within 30 days after the school year begins and the month prior to the second semester of the school year. All certificated staff members will review the evaluation model and procedures and submit a written annual professional growth plan to the Director no later than the fourth week of the school year.

**First 2 years of employment:** A comprehensive evaluation will be completed twice during the school year. This evaluation will be completed with the first 60 days of each semester.

**3<sup>rd</sup> and 4<sup>th</sup> years of employment:** A comprehensive evaluation will be completed at least once during the school year but no later than February 15<sup>th</sup>.

**After the 4<sup>th</sup> year of employment:** A comprehensive evaluation will be completed at least once every three years, but not later than February 15<sup>th</sup> of the school year in which the educator is being evaluated. All teachers will receive a minimum of one unscheduled observation each year.

### **Observation**

A formal lesson observation must consist of a minimum of 30 minutes of uninterrupted classroom observation or one complete lesson, whichever is greater. The formal lesson observation may be prearranged or unannounced by the evaluator.

### **Observation Rubrics**

Observation rubrics used in the CTEA Certified Employee Evaluation Program are completed annually for all certified employees. The Director will maintain copies of these rubrics and will give the originals

to the employee following the post observation conference. The certified employee may request that a copy of the rubrics be attached to the summative evaluation for inclusion in his/her personnel file. (If a certified employee is on an improvement plan or formal probation plan, the evaluator is legally required to maintain a file including observation notes and forms for the duration of the improvement or probationary period.)

### **The Certified Staff Evaluation Summary**

An original, signed copy of the Certified Employee Evaluation Summary will be completed and filed annually in each employee's personnel file in the CTEA Office. The evaluator is required to include written comments on the Certified Employee Evaluation Summary form describing the criteria resulting in any element being marked as "needs improvement" or "unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

### **Post Observation Reflection Form**

This form is to be completed by the employees following each formal observation period. The completed form is to be given to the evaluator at least 1 day prior to the scheduled post conference and is to be used to help focus the discussion at that conference. The evaluator will not maintain copies of the teacher's comments found on this form and will return the form and all copies to the teacher following the post conference.

### **The Post Conference**

The post-conference must be held within 5 teaching days of the formal observation, unless waived by both the teacher and the evaluator. Copies of the observation report and the evaluation summary shall be given to the certified employee either at the meeting or within 5 working days thereafter.

### **Rebuttal**

The certified employee may submit a written rebuttal to the evaluation summary and have it attached to the summary to be placed in his/her district employment file. The rebuttal shall be initialed by both the employee and the evaluator to signify mutual awareness of the contents. The employee has seven (7) days to make written response to the summative evaluation

### **Peer Assistance**

Peer assistance will be offered by the Director whenever a certified employee is placed on formal probation. A written and signed statement shall be placed in the employee's file if this assistance is declined. No information from the peer assistant regarding the performance of the employee may be included in the employee's summative evaluation report. Any Professional Development Plan or Improvement Plan may include peer assistance, mentoring or instructional coaching.

**Professional Development Plan:** The Professional Development Plan is a form to be completed annually by all certified employees. This plan, to be completed in collaboration with the evaluator, will focus and direct the certified staff employee's professional growth until the observation / evaluation cycle has been completed. The plan may be adjusted or rewritten at any time. This completed plan will be due by May 1<sup>st</sup>. PDA goals must be mutually agreed upon by both the teacher and administrator within the first 60 days of the beginning of the school year.

### **Action**

Should any action be taken as a result of an evaluation to not renew an individual's contract or to renew an individual's contract at a reduced rate, the District will comply with the requirements and procedures

established by State law as outlined in Sections 33-513 through 33-515 of Idaho Code in order to assure the due process rights of all personnel.

### **Professional Development Plan Budget**

The results of data analysis are used to determine the identified areas of focus for professional development activities and the estimated allocation of funds. Funding for professional development is coordinated among federal, state and local sources to accomplish priority activities for schools and the district. Program supervisors collaborate on needs and contribute fund sources that comply with their regulations to provide training opportunities. These may include but not be limited to district-wide, school, and individual initiatives through workshops, classes, online training, learning communities, action research, coaching/mentoring, conference participation, multiple training sessions, follow up, etc.

### **Certified Employee Evaluation Plan Procedures for Improvement**

#### **Verbal Correction**

Prior to receiving a mark of “needs improvement” in any element, the evaluator will provide a verbal warning, along with observable expectations for improvement and reasonable time to remediate.

#### **Needs Improvement**

The evaluator is required to include written comments on the Evaluation Summary describing the criteria resulting in any element being marked as “needs improvement.”

When an employee receives written notice on an evaluation that his/her performance in one or more elements is deemed to “need improvement,” a Professional Development Plan focused on improvement in those elements **may** result. The employee will be encouraged to dedicate focused efforts to improve prior to the next observation cycle. Failure to show improvement in those elements on subsequent cycles **may** result in advancing to an “unsatisfactory” status.

#### **Unsatisfactory Determination**

No employee shall receive a mark of “unsatisfactory” without having first received a “needs improvement” in the same element on the preceding evaluation unless there is compelling evidence or a justification to do so.

The evaluator is required to include written comments on the Evaluation Summary describing the criteria resulting in any element being marked as “unsatisfactory.” Whenever an employee receives an evaluation on which his/her performance in one or more elements is deemed to be “unsatisfactory” by the evaluator, a Professional Development Plan or Formal Improvement Plan shall be developed in close collaboration with the evaluator. The plan shall focus on the area(s) that were deemed to have been “unsatisfactory” on the observation report. The plan duration is recommended to be from 6 to 9 weeks.

#### **Repeat Unsatisfactory Determination (Formal Improvement Plan)**

Whenever an employee receives a second evaluation on which his/her performance is deemed to be “unsatisfactory” in the same element(s) as cited in the previous evaluation **or** whenever an employee receives a third consecutive evaluation citing **any** performance element as “unsatisfactory”, the employee will be placed on a Formal Improvement Plan (duration to be determined by the evaluator).

The Formal Improvement Plan will focus on the area(s) that were deemed to have been “unsatisfactory” on the evaluation. If the employee successfully completes the Formal Improvement Plan, he/she will be



returned to Professional Development Plan status for, minimally, the next formal evaluation cycle. If the teacher has not completed the Formal Improvement Plan successfully, and if the evaluator has met the administrative support responsibilities cited in the Improvement Plan, the teacher may be advanced to Formal Probation by the School Board of Trustees, upon the recommendation of the evaluator. A certified employee may be placed on formal probation and/or terminated when such action is determined to be criminal, grossly negligent and/or violates the Code of Ethics for Idaho Professional Educators.

### **Formal Probation**

The Formal Probation Plan will focus on those elements requiring improvement. Successful completion of the Probation Plan will result in a return to Professional Development Plan status for, minimally, the next formal evaluation cycle. Failure to successfully complete the Formal Probation Plan will result in the evaluator recommending to the School Board of Trustees non-renewal or termination of the employee. According to District policy and State code, a final determination of non-renewal or termination requires approval by the Board of Trustees.

### **Meta-evaluation**

Meta-evaluation is "the evaluation of evaluations - indirectly, the evaluation of evaluators - and represents an ethical as well as a scientific obligation when the welfare of others is involved. The concept of meta-evaluation has been recognized as a means to increase the quality, validity, and effectiveness of internal and external quality assessment. CTEA meta-evaluation standards consist of 1) validity; 2) utility; 3) ethicality; 4) credibility; and 5) cost-effectiveness. Meta-evaluation should be part of an open dialogue between various parties in the evaluation process. Making evaluation as transparent as possible enhances the preconditions of organizational learning through meta-evaluation.

Chief Tahgee Elementary Academy's evaluation committee, consisting of all stakeholders (teacher, board member, parent, administrator, cultural liaison, fluent language speaker) will meet annually and on an as need basis to review the teacher evaluation plan, the professional development plan, and assess ongoing training needs for teachers and administrators on the evaluation model. The Director will review committee and staff input and conference twice annually with staff to monitor and evaluate the teacher evaluation model. Ongoing training and professional development for administrators and teachers in the districts evaluation model and policy will be funded with a combination of federal, state and local resources.

### **Evaluation Professional Development**

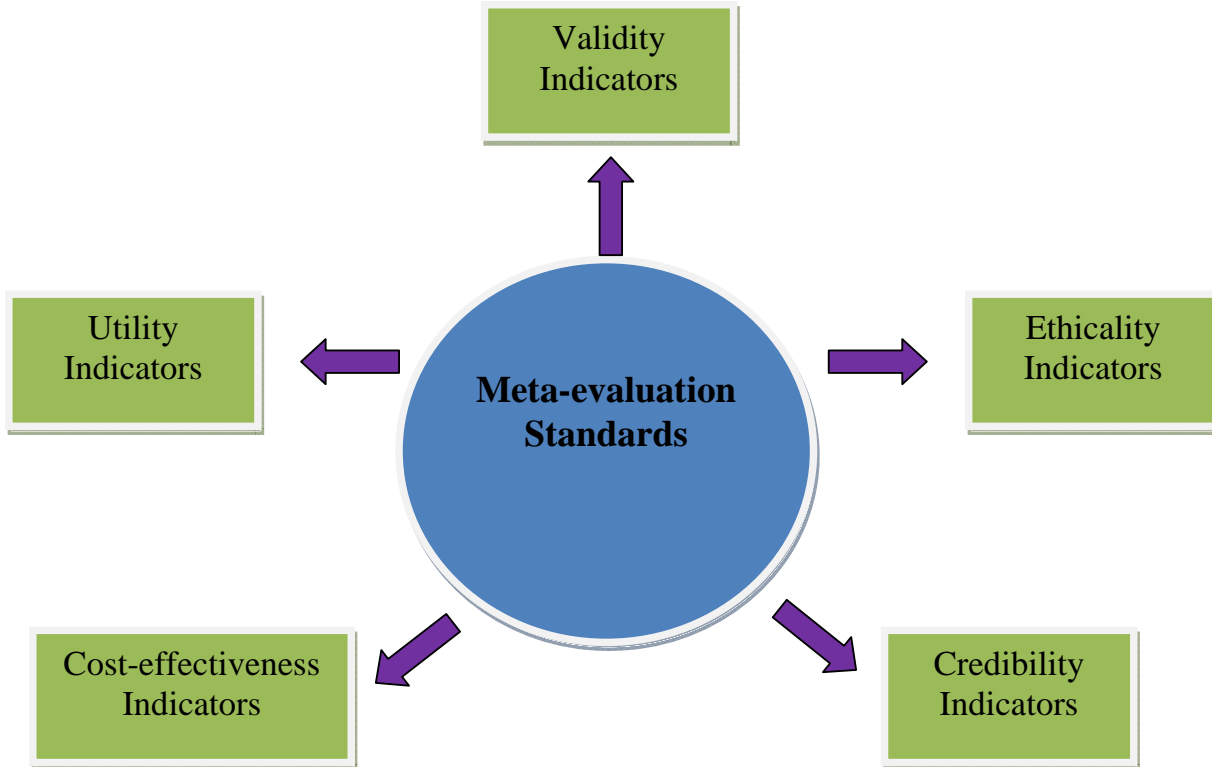
Ongoing, consistent, high quality training and professional development for administrators in evaluation methods and processes will be provided at least annually and as needed through available, workshops, seminars, consortia, and university course offerings.

Ongoing training and professional development for administrators and teachers regarding CTEA's evaluation standards, tools, and process will be provided bi-annually, during the first month of the school year, the month prior to the second semester, and on an as needed basis.

Ongoing professional development for administrators in evaluation methods and processes and for administrators and teachers on CTEA's evaluation standards, tools, and process will be funded through a combination of federal, state and local resources, to include but not limited to Title II Part A funds.

**Appendix AZ – Meta-Evaluation Rubric**

Chief Tahgee Elementary Academy has adopted the following meta-evaluation rubric to guide the meta-evaluation process. For each rubric item rated less than strongly agree, the meta-evaluation team will provide recommendations for improvement. Recommendations for improvement also will be made for any item from the Meta-evaluation Rubric that was not adequately addressed.



Evaluation Guidelines	0 - Not Addressed	1 - Strongly Disagree	2 - Disagree	3 - Agree	4 - Strongly Agree
<b>Validity</b> – The evaluation process manages documentation, analyzes the context, defines evaluation goals, and is designed effectively, so that the evaluation can be verified accurately and the quality of collection, analysis, interpretation, and conclusions provide valid and reliable results.					
1. Evaluation ensures that intended evaluation goals are clear.					
2. Evaluation analyzes how the context may affect implementation of the evaluation program.					

3. Evaluation estimates the program's potential to meet its goals.					
4. Evaluation determines upfront what data will be collected to determine if evaluation goals are attained.					
5. Evaluation outlines upfront the process for collecting data.					
6. Evaluation has plans to prepare and present clear and meaningful evaluation reports.					
7. Evaluation is systematic across all relevant levels of the education system.					
8. Evaluation is systematic across all relevant levels of the education system.					
9. Evaluation includes information on multiple levels.					
10. Evaluation purpose and processes are clearly defined.					
11. Evaluation design is comprehensive and research-based.					
12. Evaluation includes a systematic process for analysis of document sources.					
13. Evaluation employs reliable, verifiable, and quality information.					
14. Evaluation includes a systematic process for analysis of the data.					
15. Evaluation produces justifiable interpretations and conclusions.					
16. Evaluation report discloses both positive and negative results.					
17. Evaluation produces fair results.					
18. Evaluation results are verifiable.					
<b>Utility</b> – The evaluation is useful for stakeholders; the evaluation is judged, reported clearly, disseminated in time, and guided for improving plan.					
1. Evaluation assesses the value of teacher and Director evaluation goals to stakeholders.					
2. Evaluation gathers and analyzes evidence of participants' reactions.					
3. Evaluation gathers and analyzes evidence of participants' learning.					
4. Evaluation gathers and analyzes evidence of organization support and change.					

5. Evaluation gathers and analyzes evidence of participants' use of new knowledge and skills.					
6. Evaluation gathers and analyzes evidence of student engagement.					
7. Evaluation results are presented in forms that can be understood by all stakeholders.					
8. Evaluation identifies and includes participation from representatives of all stakeholder groups, including teachers, board members, parents, administrators, cultural liaisons, and fluent language speakers.					
9. Evaluation plan identifies a timeline and period for the evaluation process.					
10. Evaluation contains a valid data collection technique.					
11. Evaluation provides useful results to all stakeholders.					
12. Evaluation report provides the necessary clarifications to be understood by all stakeholders.					
13. Evaluation report is comprehensible to all stakeholders.					
14. Evaluation is conducted and reported in a timely manner.					
15. Evaluation report is disseminated to all stakeholders in a timely manner.					
<b>Ethicality</b> - The evaluation contains established and suitable assessment procedures that treat individuals with respect and protect human rights; the evaluation process is complete and fair.					
1. Evaluation results are ethically and respectfully communicated to all stakeholders.					
2. Evaluation provides a continuous improvement plan for quality of the evaluation process.					
3. Evaluation process includes formal agreements between the school and evaluatees.					
4. Evaluation report discloses limitations of the evaluation process and plan.					
5. Evaluation process sufficiently protects human rights.					

6. Evaluation process is a complete and fair assessment.					
7. Evaluation process is standards based.					
<b>Credibility</b> - The evaluation includes competent assessors and no conflicts of interest exist.					
1. Evaluation process includes well-trained competent evaluators.					
2. Evaluators possess well-developed communication skills.					
3. Evaluation process is competently managed.					
4. Evaluation is free from any conflict of interest.					
<b>Cost-effectiveness</b> - The evaluation is the worth the invested resources and is based on ethical, established accountability practices.					
1. Evaluation resources are competently managed.					
2. Evaluation demonstrates budget accountability.					
<b>Recommendations</b>					
<b>Utility:</b>					
<b>Ethicality:</b>					

<b>Credibility:</b>
<b>Cost-effectiveness:</b>
<b>Utility:</b>

**Appendix BA – Professional Development Meta-Evaluation Rubric**

Chief Tahgee Elementary Academy has adopted the following professional development meta-evaluation rubric to guide the meta-evaluation process. For each rubric item rated less than strongly agree, the meta-evaluation team will provide recommendations for improvement. Recommendations for improvement also will be made for any item from the Professional Development Meta-evaluation Rubric that was not adequately addressed.

Evaluation Guidelines	0 - Not Addressed	1 - Strongly Disagree	2 - Disagree	3 - Agree	4 - Strongly Agree
1. Evaluation ensures that intended PD goals are clear.					
2. Evaluation assesses the value of PD goals to stakeholders.					
3. Evaluation analyzes how the context may affect implementation of the PD program.					
4. Evaluation estimates the program's potential to meet its goals.					
5. Evaluation determines upfront what data will be collected to determine if PD goals are attained.					
6. Evaluation outlines upfront the process for collecting data.					
7. Evaluation gathers and analyzes evidence of participants' reactions.					
8. Evaluation gathers and analyzes evidence of participants' learning.					
9. Evaluation gathers and analyzes evidence of organization support and change.					
10. Evaluation gathers and analyzes evidence of participants' use of new knowledge and skills.					
11. Evaluation gathers and analyzes evidence of student engagement.					
12. Evaluation has plans to prepare and present clear and meaningful evaluation reports.					
13. Evaluation is systematic across all relevant levels of the education system.					

14. Evaluation is informed by multiple sources of data.					
15. Evaluation includes information on multiple levels.					
16. Evaluation results are presented in forms that can be understood by all stakeholders.					
<b>Recommendations</b>					



Appendix BB – Proposed Locations for CTEA



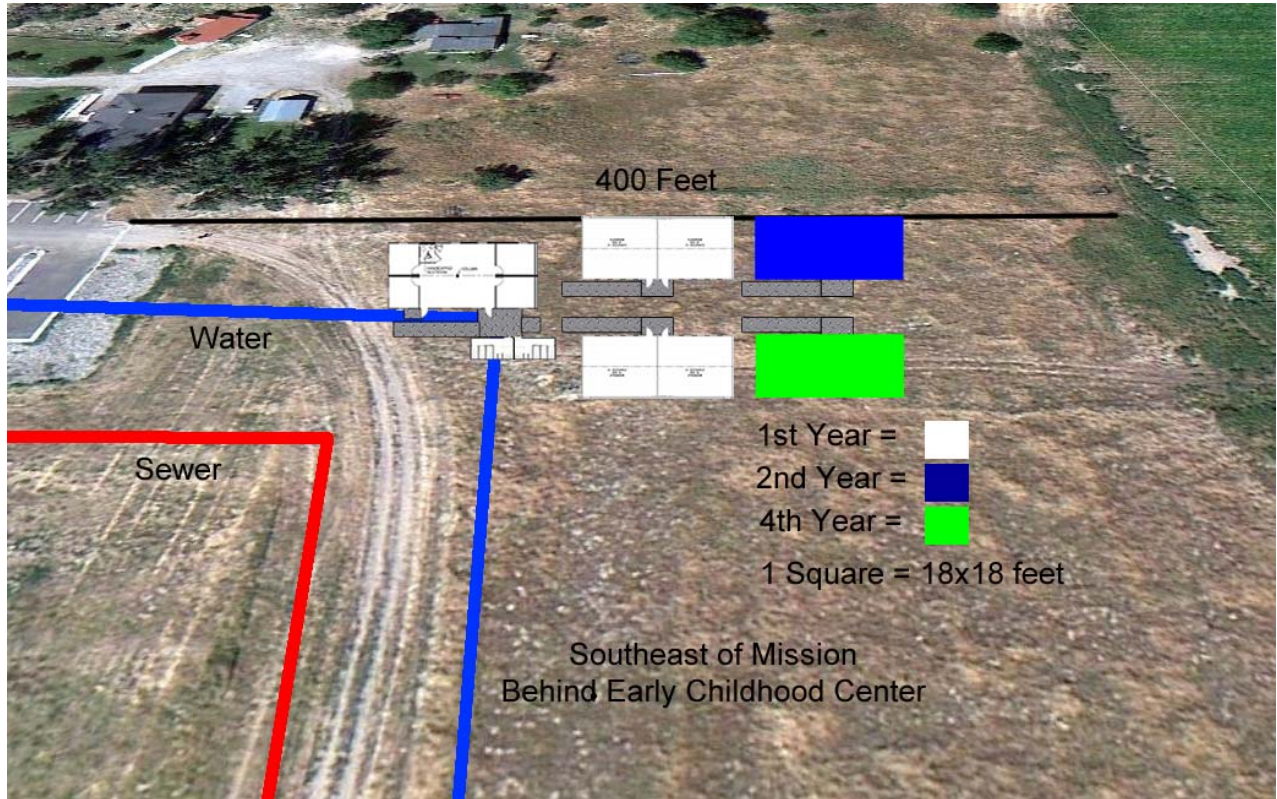


April 5, 2012

Location A – Behind Early Childhood Development Center

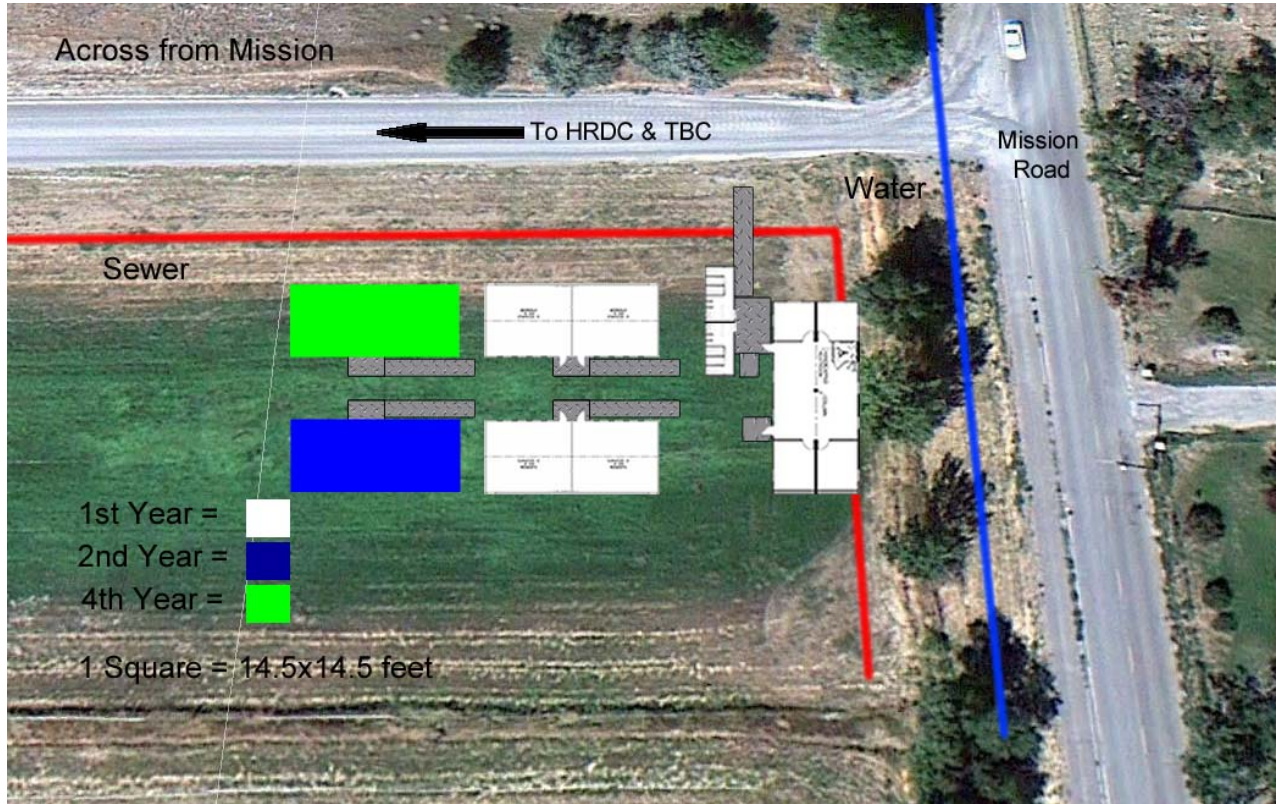


Location B – South of Mission/North of Early Childhood Development Center



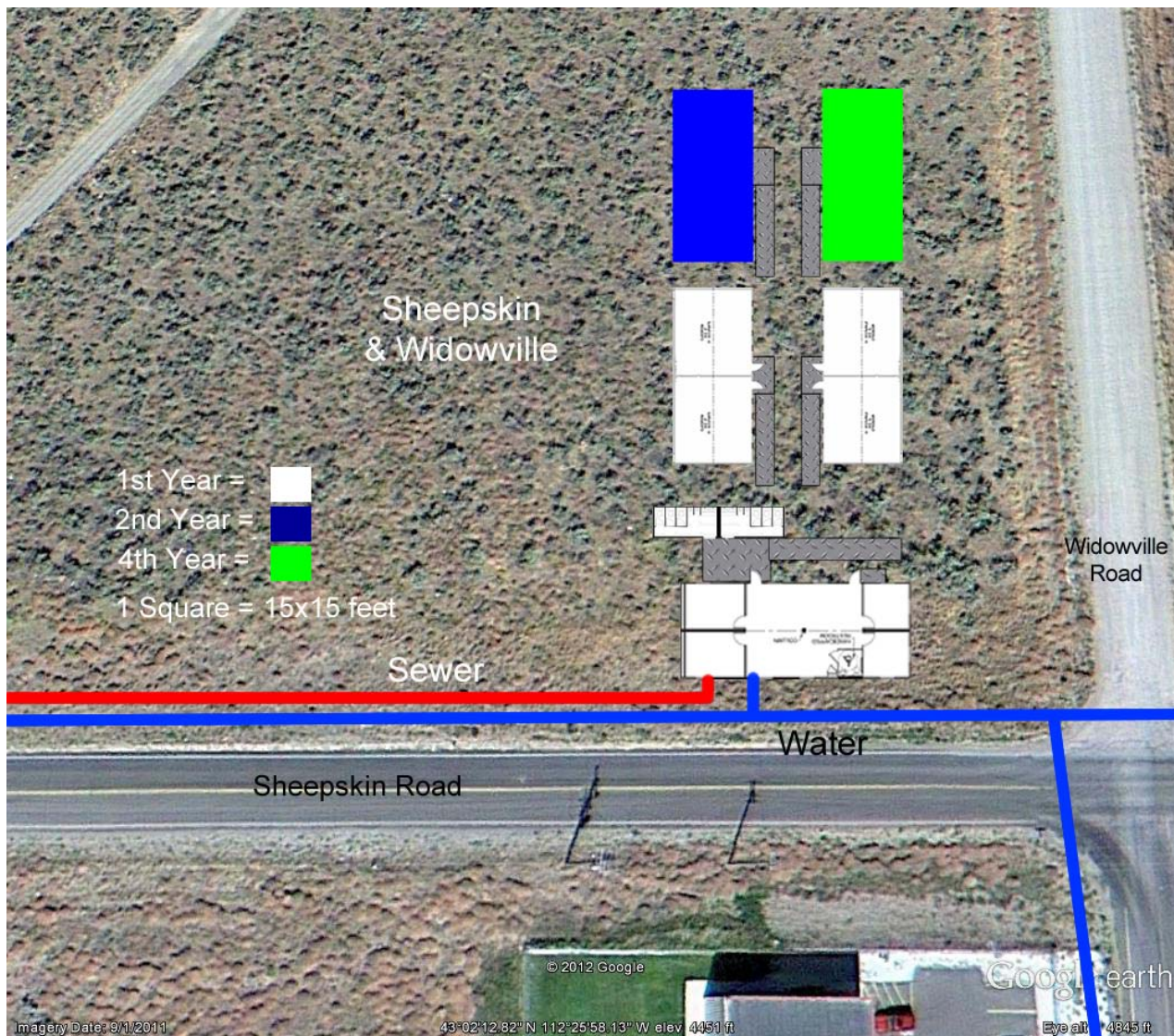


Location C – Across from Mission Toward FHBC & HRDC





Location D – Corner of Sheepskin & Widowville Roads



April 5, 2012



BLACKFOOT SCHOOL DISTRICT NO. 55

Board of Trustees

270 East Bridge Street, Blackfoot ID 83221  
Phone: (208) 785-8800 FAX: (208) 785-8809

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(208) 785-1911

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(208) 785-8800

Mary Jo Marlow – Member  
marlmary@d55.k12.id.us  
(208) 785-2585

Idaho Public Charter School Commission  
PO Box 83720  
Boise, ID 83720-0037

January 26, 2012

Dear Commissioners,

The Blackfoot School District #55 Board of Trustees is officially referring the Chief Tahgee Elementary Academy charter petition to you as of January 26, 2012. It is the opinion of the Board that we have done our due diligence and acted with reasonable and good faith effort in reviewing the CTEA petition and working with the CTEA petitioners and Board of Trustees; however, both organizations feel that the Idaho Charter School Commission would be the more appropriate authorizing entity.

In compliance with IDAPA 08.02.04.206, a written notice acknowledging receipt of the petition was sent to the petitioners on November 29, 2011, at which time the thirty (30) signatures from qualified electors from the attendance area were verified. Another written notice acknowledging receipt of the completed sufficiency review and petition was sent on January 24, 2012. Many face-to-face conversations have been held with the CTEA petitioners and Board members regarding the charter petition since that time; moreover, members of the Blackfoot School Board have attended CTEA School Board meetings on numerous occasions prior to the submission of their petition. A notice of public meeting was posted for our regularly scheduled meeting on January 26, 2012, at which time a discussion between both school boards occurred. We feel that sufficient time has spent in negotiations with CTEA and reviewing their charter petition and sufficiency review.

We sincerely appreciate all the hard work you do on behalf of our students and acknowledge your dedication to improving education throughout Idaho. If there is anything else we can provide, please feel free to contact us.

Best regards,

A handwritten signature in cursive script that reads 'Scott Reese'.

Scott Reese, Chairman

A handwritten signature in cursive script that reads 'Peter A. Lipovac'.

Vice-Chair



**April 5, 2012**



**IDAHO PUBLIC CHARTER SCHOOL COMMISSION**

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037  
208/334-2270 • FAX: 208/334-2632  
e-mail: [charter@osbe.idaho.gov](mailto:charter@osbe.idaho.gov)

March 21, 2012

Blackfoot School District 55  
Board of Directors  
270 East Bridge Street  
Blackfoot, ID 83221

Dear Blackfoot School District Board of Directors:

As you know, the Public Charter School Commission (PCSC) will soon be holding hearings regarding two, public charter school petitions that were referred to the PCSC by your board. Additionally, the PCSC will consider a proposed amendment from Blackfoot Charter Community Learning Center (BCCLC) to increase its enrollment from 300 to 600 students in grades K-5 over the next 7 years.

Due to the likely passage of House Bill 481, we would like to extend an additional invitation for representatives of your district to attend the petition hearings for Idaho STEM Academy (ISA) and Chief Tahgee Elementary Academy (CTEA), as well as the charter amendment hearing for BCCLC.

HB 481 eliminates the cap on public charter school growth rates. This cap currently limits growth to one new public charter school per year in any single district, as well as six per year across the state. With the elimination of the cap, it would be possible for more than one new public charter school to be approved to open in a given district in a single year. The bill has passed the House and Senate; it is anticipated that the Governor will sign it in the near future, making it effective July 1, 2012.

The PCSC is intensely interested in the potential impact on your district of the approval of two public charter schools that would open in the same year, in addition to the expansion of an existing public charter school. We strongly encourage you to provide both written and oral comment at the upcoming hearings.

*Printed on Recycled Paper*

**April 5, 2012**

All three hearings will be held on April 5, 2012, in the West Conference Room at 700 West State Street in Boise, beginning at 9:00 a.m. Written comment may be emailed to me at [tamara.baysinger@osbe.idaho.gov](mailto:tamara.baysinger@osbe.idaho.gov) or mailed to P.O. Box 83720, Boise, ID, 83720.

Please note that materials for the meeting, including the ISA and CTEA petitions and the BCCLC charter, will be available on our website at [chartercommission.idaho.gov](http://chartercommission.idaho.gov) one week in advance of the meeting.

In the meantime, please don't hesitate to contact me with any questions or concerns.

Sincerely,



Tamara L. Baysinger  
Public Charter School Commission Director

Cc: Scott Crane, Superintendent, Blackfoot School District  
Brian Thelin, Founder, Idaho STEM Academy  
Joel Weaver, Founder, Chief Tahgee Elementary Academy  
John Heintzelman, Board Chair, Blackfoot Community Charter Learning Center